DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. School/College Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. EVR (Alpha Prefix) 3 (1st Digit) 013 (Last 3 Digits) L ("C"-lec-lab "L"-Lab) 1 (Cr. Hrs.)

3. Present Course Title Ecology of South Florida Lab

PART II. FILL OUT CHANGE INFORMATION ONLY

Change Effective _____ / _____ / 20____

4a. New Course Title _____

b. New Abbreviated course Title *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) _____ (New 1st Digit) _____ (New Last 3 Digits) _____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From _____ To _____

6. New Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. New Prerequisite(s): EVR 3013

8. New Corequisite(s): EVR 3013

9. Explain Reclassification Request:

   Change will limit enrollment in course to students either currently enrolled in or who have previously passed the lecture course

10. Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) _____ (Signature) 10 / 12 / 20 18

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) _____ (Signature) 10 / 11 / 20 18

Chairperson (Curr. Comm.) MAUREEN WALTERS (Type name) _____ (Signature) 11 / 2 / 20 18

College/School Dean MARICEL CIGALES (Type name) _____ (Signature) 11 / 07 / 20 18

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

EVR 3013L: Ecology of South Florida Lab
Justification for course prerequisite or corequisite change

EVR 3013L is a companion lab to the lecture EVR 3013. Currently, EVR3013L has no prerequisites. This might allow a student to register for this course without having the necessary background provided in the associated lecture. The new catalog description will read:

Prerequisite or Corequisite: EVR 3013

FLORIDA INTERNATIONAL UNIVERSITY
DEPARTMENT OF EARTH AND ENVIRONMENT

Ecology of South Florida Lab EVR (3013L)

Section U01 Fall 2018

Instructor:
Contact: Canvas email

Office hour: XXXX

Meeting Place: MMC –ECS 165
Meeting time:

Course website: **canvas.fiu.edu**. Contains all course guidelines and information.

Course Description:

This one credit laboratory course is an Ecology of South Florida lab (EVR 3013L). This course offers you an introduction to the unique ecosystems of South Florida. These ecosystems have flourished for thousands of years with a wide variety of different organisms, which have adapted to survive in each unique habitat. You will learn about the plants and animals that inhabit these habitats, as well as the ecological processes that make their existence (and ours) possible. This lab serves as a compliment to the EVR3013 lecture course. It is recommended, though not required, that you take the lecture either with or before taking this lab. We meet for an hour and fifteen minutes each week in class, along with four field trips, where you will gain practical knowledge through hands-on experience and develop a more profound understanding of the importance of these ecosystems.

Course Objectives

Students will be able to:

- Explain methods that scientists use to investigate the health of the Everglades.
- Recognize the major biological communities of the Everglades.
- Identify the biological and physical factors that shape different habitats and the characteristic species that inhabit them.
- Explain the impacts of human modification on the ecosystems of the Everglades.

Major and Curriculum Objectives Targeted

EVR 3013L Ecology of South Florida Lab, along with EVR 3013 Ecology of South Florida completes a requirement for the B.A. in Sustainability and the Environment. These courses also satisfy the Natural Sciences/Life Sciences component of the Undergraduate Core Curriculum.

Recommended Texts:

National Audubon Society Field Guide to Florida

(Many other field guides to South Florida are acceptable)

The Everglades Handbook: Understanding the Ecosystem by Thomas E. Lodge

(Useful but not required)

Course Policies

1. Absolutely NO PHONES open in class, unless otherwise directed.
2. Treat each other with respect at all time.
3. Do NOT be late – quizzes occur at start of class.
4. No food allowed in the lab.

Also, please follow all policies and rules as stated in the university handbook. Failure to do so could result in dismissal from the class and possibly the course.

Attendance: attendance is mandatory for lab classes. If you missed first two week of classes, the university may drop you from the class. Students are expected to be on time and prepared for all lectures and field trips. Attendance will be taken and tardiness will be recorded for the weekly labs. Three late arrivals will equal one absence and points will be deducted. *Attendance is mandatory for all field trips.* Let your instructor know in advance if you are unable to attend a class. **One missed field trip will result in an automatic deduction of one letter grade. Two missed field trips will result in a failing grade. One trip can be substituted with a make-up.** If a class or field trip is missed, you are responsible for obtaining information from class notes and discussion.

Disability Services:

Students with disabilities who may need accommodations for this class are required to notify the instructor and contact the Disability Resource Center (DRC) early in the semester so that reasonable accommodations may be implemented as soon as possible. We cannot make accommodations without the direct instruction of the DRC. The Disability Resource Center

offers a wide variety of legally mandated services to students with documented disabilities. After reviewing your documentation, a Disability Specialist will determine appropriate academic services and accommodations, depending on your functional limitations in the academic setting. You will then be responsible for requesting accommodations in a timely manner and for following DRC policies and procedures for accessing accommodations. The same rules apply for absences and tardiness, being a DRC student does not exempt you from bringing appropriate documentation. For example, if you were at the doctor's office you must bring in documentation confirming this was the case.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

All of the Following are Considered Plagiarism:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words, but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
- Submitting a copy of your own work to satisfy the requirement of a second class without informing your instructor.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

Extra Credit:

A maximum of 25 points extra credit points will be awarded if you participate in an environmental service activity during the semester (beach clean-up, exotic removal, habitat restoration, etc.) and/or submit a paper (details given in class). **This must be separate from any service work done for another class, including the lecture portion of EVR 3013**. In order to obtain credit, you need to bring proof of your assistance, write a short essay documenting your experience (one to two pages). Some service opportunities will be announced in class.

Field Trip Guidelines:

There will be a total of **Four** field trips.

Transportation:

Transportation will be provided. Transportation issues discussed in class and posted in an announcement on Canvas

Bring your Field Guide, a camera, and your field notebook to record information. Wear sturdy, closed-toed shoes that can get wet, long sleeves and pants to protect from sun and bugs. More specific clothing instructions may be given for different trips. Other helpful items: hat, sun block, insect repellent, binoculars, snacks and lots of water. Be prepared to get wet, dirty and bug-bitten.

No guests allowed on field trips!

Field Trip Attendance policy

Field trip attendance is mandatory in order to successfully complete the course.

- Field Trips dates may change.
- A Missed field trip will result in an automatic deduction of one letter grade per absence for the course. Two missed field trips will result in a failing grade.
- Make-up field trips are not possible.
- Exceptions to the field trip policy are "unforeseeable" circumstances, i.e. medical emergencies, death in the family, etc. Conferences, work duties, and travel plans are not "unforeseeable" circumstance and are not excuses for missing a field trip.

Lab Report Submission

Lab reports are due by the beginning of class one week after the field trip

Lab Report Format: All lab reports should follow the general guideline posted under Blackboard under week 1 "How to write a lab report" All lab reports should be typed in word (doc) format using Time New Roman, Font size 12, Double Spaced, and 1-inch margin on all four sides.

Field Notebook:

Your field notebook will be a useful compilation of knowledge that you have gained during the field trip, and in the future could even serve as your own field guide. While compiling your field notes, be sure to include the following information:

1. **Basic Information:** Location, Date, Time
2. **Weather Conditions:** Temperature, cloud cover, humidity
3. **Ecosystem Description:** Describe each ecosystem visited **in detail**, describe the major plant/animal communities we saw and write about what they looked, smelled, sounded, and felt like. Most trips will visit multiple ecosystems.
4. **Anthropogenic Effects on the Ecosystem:** How have humans effected this environment? Consider various aspects, including development and nutrient pollution. This can also include positive effects like habitat restoration, where applicable.
5. **Flora and Fauna Observations and Descriptions:** You will be required to sketch or take photos of at least **TEN** plants and/or animals, and provide common and scientific names (Ex: American alligator = *Alligator mississippiensis*) and a few sentences of information about each. You **CANNOT** use pictures from the Internet, except for the snorkeling trip. **Points will be deducted for this.**
6. **Species Profile:** Choose 1 plant or 1 animal for each field trip to write a short (1 page) species profile include the scientific name, habitat preference, feeding habits, daily patterns and any other characteristic of note. Also include a picture of the species (this does not have to be your own picture, but be sure to cite outside sources).

Field Notebook grading system:

You will be graded on the completeness of each section listed above, as well as neatness and organization.

***Notebooks must be submitted electronically no later than the Friday following the field trip. You will have a week to work on them. Your notebooks will be graded and returned before the next trip.**

Grading:

Attendance	10%
Lab-report	60%
Quizzes	10%
Class assignment Worksheet	10%
Final- exam	10%

Ecology of South Florida Lab Field trips Schedule

Fall 2018 ALL DATES SUBJECT TO CHANGE

Always check your email before leaving for a trip

Bill Baggs State Park—Dunes, Seagrass, and Mangroves: September 8th

Located on Key Biscayne, Bill Baggs Park has been used over the years by many groups of people including Native Americans, pirates, and coconut growers. Now it is recognized as a prime recreation area for locals and tourists because of its beautiful beach. However, the beach and the surrounding area are prime habitat for many non-human species as well. On this field trip we will be exploring the important coastal habitat the park protects.

Big Cypress National Preserve—The Mighty Cypress Swamp: September 22nd

Big Cypress National Preserve, created in 1974, lies adjacent to Everglades National Park.

The protection of the watershed area located within Big Cypress is important to maintaining the integrity of its neighbor park. Big Cypress preserve consists of a variety of habitats including slash pine islands, hardwood hammocks, marshes and more. While a few ancient cypress trees still exist in the park, most of this area was logged in the 1930's and 40's. On this field trip, we will be visiting a cypress dome. We will get wet! Please come prepared (details given in class)

Snorkeling trip —voted "Most fun trip" October 6, 13, and 20

****** Note that this trip is very susceptible to last minute changes if condition warrant. ******

During this exciting field trip we will be concentrating on the underwater habitat of the coral reef. Snorkeling allows us to explore the reef and its many inhabitants - fish, sea urchins, coral, crabs, shrimp, etc.

Everglades National Park—Walking the Everglades trails November 3

Perhaps the most famous of the parks we will visit, Everglades National Park is the largest national park east of the Rockies. The park was created in 1947 to protect the diverse habitats and biological communities within it. Visitors to this World Heritage Site bring $120 million into the local economy each year. Yet the park is considered the most threatened national park in the country. We will be exploring a few of the distinct freshwater habitats and the pine Rocklands to better understand the factors that endanger them.

Course Calendar

Class Week	Class Activity	Topics
Week 1 Aug 20-24	Lecture/ Activity 1	Introductions; Syllabus review, Student waiver and safety issues associated with field trips
Week 2 Aug 27-31	Lecture	History of South Florida & Coastal Ecosystem
Week 3 Sep 3-7	Lecture	Coastal Ecosystem (Saltmarsh, Beach, Dunes and Maritime Forest and s grass
September 8	**First Field trip**	**Bill Baggs State park Key Biscayne**
Week 4 Sep 10-14	Lecture	Coastal habitat quiz Freshwater swamps /wetland ecosystem

Week 5 Sep 17-21	Lecture	Big cypress Ecosystem and field trip preparation
September 22	**Second Field trip**	**Big Cypress National Preserves Swamp walk!**
Week 6 Sep 24-28	Lecture	Swamp/wetland Quiz 2 Offshore Habitat , Sea grass ecosystem
Week 7 Oct 1-5		Coral Reef Ecosystem Snorkeling trip preparation
October 6,13 and 20	**Third Field trip**	**Snorkeling trip at Key Largo**
Week 8 Oct 8-12	Class Activity	Offshore habitat quiz 3 Worksheet: Shoreline Florida Bay
Week 9 Oct 15-19	Class Activity	Flora and Fauna under the sea **(Coral Reef Ecosystem)**
Week 10 Oct 22-26	Lecture	Protected Areas; Ecosystems of the Everglades (Sloughs, Tropical Hardwood Hammocks)
Week 11 Oct 20 – Nov 2		Pine Rocklands Field trips guideline

Week 11 Nov 3	**Fourth Field trip**	Everglades National Park trip
Week 12 Nov 12-16		Inland Quiz 4 Invasive Species Lecture
Week 13 Nov 19-23		Everglades Restoration and Climate Change
Week 14 Nov 26-30		Final Exam; in ECS 165

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. School/College Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. EVR (Alpha Prefix) | 4 (1st Digit) | 211 (Last 3 Digits) | L ("C"-lec-lab "L"-Lab) | 1 (Cr. Hrs.)

3. Present Course Title Water Resources Lab

PART II. FILL OUT CHANGE INFORMATION ONLY

Change Effective 1 / 1 / 2019

4a. New Course Title _____

b. New Abbreviated course Title *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | _____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From _____ To _____

6. New Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. New Prerequisite(s): EVR 4211

8. New Corequisite(s): EVR 4211

9. Explain Reclassification Request:

   Change will limit enrollment in course to students either currently enrolled in or who have previously passed the lecture course

10. Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) [signature] (Signature) 10/12/2018

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) [signature] (Signature) 10/11/2018

Chairperson (Curr. Comm.) MAUREEN WALTER (Type name) [signature] (Signature) 11/2/2018

College/School Dean MARCEL CIGALES (Type name) [signature] (Signature) 11/07/2018

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

EVR 4211L: Water Resources Lab
Justification for course prerequisite or corequisite change

EVR 4211L is a companion lab to the lecture EVR 4211. The current prerequisite for EVR4211L is: "CHM 1045 and CHM 1046 or equivalent and General Biology". EVR 4211 is not listed as a corequisite and this will allow a student to register for this lab without having the necessary background provided by the associated lecture. The current prerequisite is the same as for the lecture and is therefore redundant if the lecture is a corequisite for the lab. The new catalog description will read:

Prerequisite or Corequisite: EVR 4211

FLORIDA INTERNATIONAL UNIVERSITY
DEPARTMENT OF EARTH AND ENVIRONMENT

EVR 4211L – WATER RESOURCES LAB

Fall 2018

Time: Tuesday 8:00-10:45am

Location: ECS 165

Instructor: Michael Kiflai

Email: mkiflai@fiu.edu

Office Hours: By appointment, PC 325

Course Description and Purpose

The Water Resources Lab is designed to supplement the EVR 4211 Water Resources Lecture course. EVR 4211L will introduce widely accepted procedures in the examination of water. Such procedures include physical, chemical, and biological methods of examination. EVR 4211L will reinforce and expand on principles learned in the Water Resources lecture.

Course Objectives

Upon completing this course, students will be able to:

- To identify an overview of water resources and associated environmental problems.
- To introduce and practice several field and laboratory methods to analyze the physical, chemical, and biological properties of water resources.
- To recognize the different features of several water reservoirs and the different methods employed to assess their condition.

COURSE CALENDAR:

Date	*Topic*
8/21/2018	Introduction/Lab Safety
8/28/2018	Laboratory Protocols
9/4/2018	No Class due to DBHYDRO Schedule change
9/11/2018	Make up lab
9/18/2018	Water Balance
9/25/2018	Stream Flow and Project Topic
10/2/2018	Lake Morphometry
10/9/2018	Hydraulic Conductivity/Groundwater Flow
10/16/2018	Mid-Term Exam / (Project Outline)**
10/23/2018	Biochemical Oxygen Demand (BOD)
10/30/2018	Bacteriological Analyses
11/6/2018	Nutrient Analyses
11/13/2018	Macro invertebrates Laboratory
11/22/2018	Project Presentations

*Instructor reserves the right to modify course schedule.

COURSEWORK REQUIREMENTS:

Lab Reports:

Lab Reports are a systematic way to present your time, efforts, and work. Proper reporting techniques are very important and therefore Lab Reports receive the greatest weight of your final grade, as seen below. Specific 'Guidelines for Writing Lab Reports' will be provided by the instructor and will outline proper format and content of the Lab Report.

Submitting lab report:

Save your work as a MS word document (.doc or .docx) unless otherwise indicated. Name the file as: Experiment number_Last name_PID. For instance, if I am submitting the first experiment, the name of the file would be: Ex1_Sikder_1234567.docx. Upload your report to the corresponding blackboard folder. You can upload multiple versions of the report, the final attempt uploaded within the due time will be graded. Use meaningful and descriptive captions for Figures and Tables in the report. When imbedding Figures from other sources/applications, use a resolution that can be easily read and understood. Do NOT insert blurry pictures taken by your phone unless it is necessary.

Examinations:

The Examinations will provide you the opportunity to refresh your knowledge of the overarching principles discovered through this lab. They will also serve to assess your understanding of these principles.

Project Paper & Presentation:

Throughout the course you will be required to work in groups in order to record data about water reservoirs (lakes, canals, and groundwater) and to evaluate their condition using the collected information. You will need to get your topic approved, along with a project outline, by the instructor. This investigation will result in a Project Paper and Presentation. The format of the paper will model that of a scientific journal. Further details on the format and content will be provided by the instructor.

Class Participation:

Since student participation is central to a laboratory course, it is given the weight 10% of the final grade. Factors that affect Class Participation include: student integrity, presence and punctuality in the lab, active engagement in discussions, etc.

COURSE EVALUATION:

	Weight of Grade	Exam date/Due date
Lab Reports	50%	Next Lab
Midterm Exam	20%	October 16
Project Paper & Presentation	20%	November 20
Class Participation+ Attendance	10%	Every Tuesday
Total	100%	

COURSE POLICIES:

- Attendance is mandatory, so you are expected to attend all lab classes and arrive on time.
- If you miss more than **two** classes, you will automatically fail the course.
- Please be sure to silence all mobile phones before entering the lab. Eating and drinking are prohibited inside the lab.
- Make-up labs are not allowed. (Lab reports will not be accepted if the author was not present for the lab.)
- Make-up exams may be given only in the case of proven emergencies. Such emergencies will need to be cleared by the instructor well in advance.

Late Work:

Lab Reports are due at the beginning of the following lab. Turn them in ON TIME! Ten percentage points will be deducted for each day late. Late Lab Reports will not be accepted after one week past the due date.

The Project Paper and Presentation are due on the date listed above. Late submission of the Project Paper will result in a five percentage point deduction for each day over due and will not

be accepted once the final exam has been given. Students must be present for their group presentation. Missing this, without a legitimate and instructor-cleared conflict will result in a score of zero for the presentation portion of the project.

Conduct:

All students are expected to show respect towards the Instructor and fellow classmates. The Instructor reserves the right to ask you to leave or have you removed if disrespectful or disruptive behavior is present. Such behavior may bring about official disciplinary procedures as outlined in the Student Handbook. PLEASE TURN OFF YOUR CELL PHONES!!!!

Disability Services:

Students with disabilities who may need accommodations for this class are required to notify the instructor and contact the Disability Resource Center (DRC) early in the semester so that reasonable accommodations may be implemented as soon as possible. We cannot make accommodations without the direct instruction of the DRC. The Disability Resource Center offers a wide variety of legally mandated services to students with documented disabilities. After reviewing your documentation, a Disability Specialist will determine appropriate academic services and accommodations, depending on your functional limitations in the academic setting. You will then be responsible for requesting accommodations in a timely manner and for following DRC policies and procedures for accessing accommodations. The same rules apply for absences and tardiness, being a DRC student does not exempt you from bringing appropriate documentation. For example, if you were at the doctor's office you must bring in documentation confirming this was the case

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

All of the Following are Considered Plagiarism:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words, but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
- Submitting a copy of your own work to satisfy the requirement of a second class without informing your instructor.

Learn more about the academic integrity policies and procedures (Links to an external site.)Links to an external site. as well as student resources (Links to an external site.)Links to an external site. that can help you prepare for a successful semester.

Important Information

Before starting this course, please review the following pages:

- Accessibility and Accommodation
- Academic Misconduct Statement

*The professor reserves the right to change or modify the syllabus at any time during the semester.

Sample Grading Scheme

Letter	Range%	Letter	Range%	Letter	Range%
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. EVR (Alpha Prefix) | 4 (1st Digit) | 323 (Last 3 Digits) | L ("C"-lec-lab "L"-Lab) | 1 (Cr. Hrs.)

3. **Present Course Title** Restoration Ecology Lab

PART II. FILL OUT CHANGE INFORMATION ONLY **Change Effective** _____ / _____ / 20____

4a. **New Course Title** _____

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | _____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. **Change Credit Hours: From** _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. **New Prerequisite(s):** EVR 4323

8. **New Corequisite(s):** EVR 4323

9. **Explain Reclassification Request:**

   Change will limit enrollment in course to students either currently enrolled in or who have previously passed the lecture course.

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) _____ (Signature) 10 / 12 / 20 18

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) _____ (Signature) 10 / 11 / 20 18

Chairperson (Curr. Comm.) MAUREEN WALTER (Type name) _____ (Signature) 11 / 2 / 20 18

College/School Dean MARCEL CIGALES (Type name) _____ (Signature) 11 / 07 / 20 18

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

EVR 4323L: Restoration Ecology Lab
Justification for course prerequisite or corequisite change

EVR 4323L is a companion lab to the lecture EVR 4323. The current prerequisite for EVR4323L is: "Prerequisites: At least one class in the area of Ecology. Corequisite: EVR 4323". The prerequisite is the same as the lecture and is therefore redundant. Adding EVR 4323 as a Prerequisite will allow a student to take the lab if they completed the lecture in a prior term. The new catalog description will read:

Prerequisites or Corequisite: EVR 4323

EVR 4323L – U01- Restoration Ecology Lab (1 credit)

Spring 2018 Thursdays 12:30pm - 1:45pm OE161, **and Saturday field trips 8am-1pm**

Lab Instructor: Haydee Borrero

Office: OE 268 by appointment, or after class Email: Hborr002@fiu.edu

Course Description

The purpose of this lab is to illustrate concepts and applications of ecological restoration theories through visitations to various field sites in South Florida. Students will gain first-hand experience of restoration projects and become aware of achievements as well as challenges of local restoration efforts.

Objectives

- Gain first-hand experience of ecological restoration
- Develop an applicable understanding of real-world restoration processes

Learning Outcomes

At the completion of this course, the students will:

- Have a good understanding of how the major ecological restoration theories and concepts covered in Ecology Restoration (EVR4323) are applied to ecological restoration projects in South
- Become aware of achievements as well as challenges of local restoration
- Be connected with organizations that are active in South Florida ecological restorations for future learning, participation, and career

Major Topics

Restoration planning, endangered species reintroduction, disturbed land reclamation, ecosystem restoration, invasive species control, challenges of climate change on ecological restoration, and public involvement.

Required Texts and Materials

No text book is required for this field oriented lab. However, reading material to prepare students for each field trip (project overview, particular issues, maps, etc.) will be provided by the instructor each week.

Web Access

Access to the Canvas FIU is required for this class. Students will use Canvas to obtain updates to the syllabus and assignments, to submit assignments, and review grades.

Course Requirements & Policies

1. Driving or carpooling is required to travel to the field
2. On-time attendance is required. You must attend the full period to receive credit. Unannounced short quizzes may be used to check attendance, as well as homework
3. Reading of the assigned materials prior to class is expected. Come to class with your assigned reading completed and be prepared to take notes, ask questions, and participate in class
4. All electronic devices must be turned off during class. Failure to comply with this rule may result in the student being excused from
5. There will be no make-up exams and assignments unless exceptional conditions apply as defined in the Student Handbook, which require written
6. If absent from class, it is your responsibility to find out what you missed and obtain notes from your classmates. Being absent does not excuse you from anything that was discussed or due during
7. Late assignments will not be accepted, except under approved emergency circumstances as defined in the Student
8. Any impropriety (e.g., cheating, plagiarism) on exams, quizzes, or written project will constitute grounds for failing the

For all field trips, wear old shoes and hat, and bring water!!! Don't be afraid to get your hands dirty. Sunscreen and bug spray also recommended.

Grading Scheme

Grading Criteria

95% -100%	A
90% - 94%	A-
85% - 89%	B+
82% - 84%	B
80% - 81%	B-
77% - 79%	C+
70% - 76%	C
60%- 69%	D
0%- 59 %	F

There will be 5 field trips, all are mandatory, and graded by attendance. However, you are required to submit only 3 field reports. I will post the guidelines for the field reports on Canvas soon. If you miss a field trip, the only way to make it up is to perform a service day, preferably at the FIU nature preserve.

Disability Services:

Students with disabilities who may need accommodations for this class are required to notify the instructor and contact the Disability Resource Center (DRC) early in the semester so that reasonable accommodations may be implemented as soon as possible. We cannot make accommodations without the direct instruction of the DRC. The Disability Resource Center offers a wide variety of legally mandated services to students with documented disabilities. After

reviewing your documentation, a Disability Specialist will determine appropriate academic services and accommodations, depending on your functional limitations in the academic setting. You will then be responsible for requesting accommodations in a timely manner and for following DRC policies and procedures for accessing accommodations. The same rules apply for absences and tardiness, being a DRC student does not exempt you from bringing appropriate documentation. For example, if you were at the doctor's office you must bring in documentation confirming this was the case.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

All of the Following are Considered Plagiarism:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words, but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
- Submitting a copy of your own work to satisfy the requirement of a second class without informing your instructor.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

Schedule

Week	Date	Topics
1	11-Jan (Th)	Introductions *H.W*: Reading/discussion: Superfund Sites
	13-Jan (Sat)	**No Field Trip**
2	18-Jan (Th)	Reading/discussion: Superfund Sites *H.W:* Reading/discussion: *Jacquemontia reclinata* reintroduction
	20-Jan (Sat)	**No Field Trip**
3	25-Jan (Th)	Reading/discussion: *Jacquemontia reclinata* reintroduction *H.W* Reading/discussion:Environmentally Endangered Land Program (EEL)
	27-Jan (Sat)	**Field trip 1: Crandon Park & Virginia Key: *Jacquemontia reclinata* restoration. Field report required**
4	1-Feb (Th)	Discussion of Field Trip 1 & EEL Programs *H.W* Reading/discussion TBA
	3-Feb (Sat)	**No Field Trip**
5	8-Feb (Th)	Reading. Field Report #1 due *H.W* Reading/discussion TBA
	10-Feb (Sat)	**Field Trip 2: Visit to FIU preserve/campus orchid reintroduction. Field report required (trips 2 & 4 combined)**

6	15-Feb (Th)	Discussion on field trip 2 *H.W* Reading/discussion TBA
	17-Feb (Sat)	**No Field Trip**
7	22-Feb (Th)	*H.W* Reading/discussion: Reading pine rockland restoration challenges: fragmentation
	24-Feb (Sat)	**Field Trip 3: TBA**
8	1Mar (Th)	Reading/discussion: Pine Rockland Restoration. Field Report #2 due *H.W* Reading/discussion TBA
	3-Mar (Sat)	**No Field Trip**
9	8-Mar (Th)	Discussion on field trip 3 *H.W* Reading/discussion TBA
	10-Mar (Sat)	**No Field Trip**
10	15-Mar (Th)	Spring break
	17-Mar (Sat)	Spring break
11	22Mar (Th)	TBA
	24-Mar (Sat)	**Field Trip 3: Pine Rockland Restoration at Homestead Pineland with the Institute for Regional Conservation**
12	28-Mar (Th)	TBA

	31-Mar (Sat)	**Field Trip 4: Million Orchid Project - Fairchild**
13	5-April (Th)	TBA
	7-Apr (Sat)	**Field Trip 5: Visit to Storm Water Treatment Area 5/6 – wetland restoration. No field report required**
14	12-Apr (Th)	Field Trip Report #3 due
	14-Apr (Sat)	**No field trip**
15	19-Apr (Th)	TBA

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. School/College Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. GLY (Alpha Prefix) | 3 (1st Digit) | 112 (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.)

3. Present Course Title Earth Through Time

PART II. FILL OUT CHANGE INFORMATION ONLY Change Effective 1 / 1 / 20 19

4a. New Course Title _____

b. New Abbreviated course Title *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | _____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From _____ To _____

6. New Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. New Prerequisite(s): NONE

8. New Corequisite(s): _____

9. Explain Reclassification Request:

   Change will remove all prerequisites from this course as faculty viewed current prerequisites, GLY 1010 or GLY 3039, unnecessary and restrictive.

10. Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) [signature] (Signature) 10 / 12 / 20 18

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) [signature] (Signature) 10 / 11 / 20 18

Chairperson (Curr. Comm.) MAUREEN JALLER (Type name) [signature] (Signature) 11 / 2 / 20 18

College/School Dean MARIEL CIGALES (Type name) [signature] (Signature) 11 / 07 / 20 18

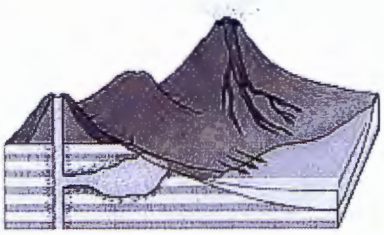
Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

GLY 3112: Earth through Time
Justification for course prerequisite change

GLY 3112 is a required course in the Earth Science BA and the Geoscience BS programs. Currently, both these programs allow students to choose between three courses, ESC 1000: Introduction to Earth Sciences, GLY 1010: Physical Geology, and GLY 3039: Environmental Geology, to satisfy one of the lower division prerequisite requirements. Many students enter FIU as Junior transfers from Miami Dade College (MDC). MDC has mostly stopped offering GLY 1010. The current prerequisite for this course is "GLY 1010 or GLY 3039" and this may require some students to take an additional course slowing down their time to degree. The requested change is to remove GLY 1010 and/or GLY 3039 as prerequisites to make the course more accessible to transfer students and to students of other majors that have an interest in "Earth through Time". This change will remove GLY 1010 and GLY 3039 so that the prerequisite reads:

Prerequisites: None



GLY 3112 Earth Through Time

Florida International University

Department of Earth and Environment

Prof. Laurel Collins

Spring 2018, Tues./Thurs. 12:30-1:45, PC 443

Course Description – Physical and biological processes on Earth are integrated into one great dynamic system. The first half of the course investigates basic principles and processes for understanding Earth's history, including: the rock cycle, sedimentary environments and deposition, correlation and dating of the rock record, evolution and the fossil record, plate tectonics, and global geochemical cycles. The second half applies these principles to interpreting Earth's history and future.

Course Objectives – To understand how tectonic, climatic and biological systems have affected one another through time, from Earth's origins into the near future.

Learning Outcomes – Students will know how the Earth works, i.e., the interactions of geological, atmospheric and biological systems.

Instructor – Dr. Laurel Collins, Dept. Earth and Environment, and Dept. Biological Sciences, email collinsl@fiu.edu, phone 305-348-1732, office hours in PC 435: Tuesdays 2-3:30, Fridays 10:30-12, or by appointment.

Textbook and Study Aids – Stanley, Steven M., 2015, *Earth System History*, 4th ed., W.H. Freeman, at FIU bookstore from $195 new ($112 digital) to $60 for a digital rental. The 3rd edition cannot be used. If you intend to continue in the geosciences after graduation, purchasing the book as a reference is recommended. The lecture slides can be downloaded with the username and password given in class, from links in the Class Schedule.

Attendance, Homework, Electronic Devices – Students should attend all classes because pop quizzes account for 25% of your grade. Ideally, read textbook chapters in advance of the lecture that covers that chapter. A student who wants to be excused from class to observe a holy day of his or her religious faith should notify the instructor no later than the end of the second week of class. Silence your cell phones before class begins. Use of electronic devices (including laptops) in class is prohibited. In the case of emergencies, if you need to use a cell phone, leave the classroom with your belongings and do not return that day.

Academic Honesty – Students are expected to maintain high standards of academic honesty and to answer questions with their own work. A student violating these standards will earn an F and be reported to the Dean of Undergraduate Education. FIU's policy on academic honesty at http://academic.fiu.edu/polman/sec2web.htm#two-forty-four states that cheating may result in suspension or expulsion.

Exams, Quizzes, Grading – In-class quizzes are worth 100 points total for 25% of the final grade. Three regular exams count 100 points each for 75% of the final grade. The final exam covers all course material and is optional; if you choose to take it, it will count 100 points and the lowest grade of the regular exams will be dropped. The four exams require short answers, matching terms and short essays. Makeup exams are only essay format. Makeup quizzes and exams are given only in circumstances of personal emergencies with documentable proof (e.g., doctor's note, police report) and must be taken within 1

week. The sniffles, work schedules and trips for nonacademic purposes are not valid reasons for makeup quizzes and exams. If you miss a quiz, you will receive full credit for the first quiz missed. Final grades are based on the following numbers of total points: A = 368-400 A- = 360-367, B+ = 348-359, B = 328-347, B- = 320-327, C+ = 308-319, C = 280-307, D = 240-279, F = 0-239.

CLASS SCHEDULE/MAJOR TOPICS

Date	Lectures	Chapter
T Jan. 9	Course overview, Principles of geology, rock and water cycles	1
R Jan. 11	Rocks and their origins	2
T Jan. 16	Tree of life, last day to add/drop courses without a fee	3
R Jan. 18	Tree of life	3
T Jan. 23	Biotic indicators of environments and climate change	4
R Jan. 25	Sedimentary environments	5
T Jan. 30	Stratigraphy: Time scale, biostratigraphy, absolute ages, sea level change	6
R Feb. 1	Evolution as seen in the rock record	7
T Feb. 6	**Exam 1**	1-7
R Feb. 8	Elements of plate tectonics	8
T Feb. 13	Plate tectonics: formation & deformation of continental margins	9
R Feb. 15	Chemical cycles:C cycle, CO2, oxygen and carbon stable isotopes	10
T Feb. 20	Archean Eon: origins of oceans, continents, life	11
R Feb. 22	Proterozoic Eon: glaciation, O_2, first eukaryotes, supercontinents	12
T Feb. 27	Early Paleozoic:Cambrian explosion, Taconic Orogeny	13
R Mar. 1	Middle Paleozoic: Invasian of land, paleogeography, Acadian Orogeny	14
T Mar. 6	**Exam 2**	8-14
R Mar. 8	Regular class cancelled	
Mar. 12-17	**Spring break**	
T Mar. 20	Late Paleozoic: Permian extinctions, Pangea, Alleghenian Orogeny	15
R Mar. 22	Late Paleozoic: Permian extinctions, Pangea, Alleghenian Orogeny	15
T Mar. 27	Early Mesozoic Era: Dinosaurs, breakup of Pangea, Tethys Seaway	16
R Mar. 29	Early Mesozoic Era: Dinosaurs, breakup of Pangea, Tethys Seaway	16
T Apr. 3	Cretaceous: Mass extinction, paleogeography, Sevier Orogeny	17
R Apr. 5	Paleogene: Age of Mammals, global cooling, Laramide Orogeny	18
T Apr. 10	Neogene: birth of Caribbean Sea, glaciation, rise of Rockies	19
R Apr. 12	Neogene: birth of Caribbean Sea, glaciation, rise of Rockies	19
T Apr. 17	Pleistocene-Recent: Ice Age, climatic fluctuations, extinctions, humans	20
R Apr. 19	**Exam 3**	15-20
T Apr. 24, 12-1:15pm	**Final Exam: optional. NOTE TIME CHANGE FOR FINAL EXAM**	1-20
Previous pop quiz questions		

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. GLY (Alpha Prefix) 3 (1st Digit) 202 (Last 3 Digits) L ("C"-lec-lab "L"-Lab) 1 (Cr. Hrs.)

3. **Present Course Title** Earth Materials Lab

PART II. FILL OUT CHANGE INFORMATION ONLY **Change Effective** _____ / _____ / 20____

4a. **New Course Title** _____

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) _____ (New 1st Digit) _____ (New Last 3 Digits) _____ (Change "C"-lec-lab "L"-Lab)

5b. **Change Credit Hours: From** _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. **New Prerequisite(s):** GLY 3202

8. **New Corequisite(s):** GLY 3202

9. **Explain Reclassification Request:**
   Change will limit enrollment in course to students either currently enrolled in or who have previously passed the lecture course

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) _____ (Signature) 10 / 12 / 20 18

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) _____ (Signature) 10 / 11 / 20 18

Chairperson (Curr. Comm.) MAUREEN WALTER (Type name) _____ (Signature) 11 / 2 / 20 18

College/School Dean MARICEL CIGALES (Type name) _____ (Signature) 11 / 07 / 20 18

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

GLY 3202L: Earth Materials Lab
Justification for course prerequisite or corequisite change

GLY3202L is a companion lab to the lecture GLY3202. The current prerequisite for GLY3202L is: "Prerequisites: GLY 1010 and GLY 1010L or permission of the instructor and General Chemistry. Corequisite: GLY 3202." The prerequisite is the same as the lecture and is therefore redundant. Adding GLY 3202 as a Prerequisite will allow a student to take the lab if they completed the lecture in a prior term. The new catalog description will read:

Prerequisite or Corequisite: GLY 3202

FLORIDA INTERNATIONAL UNIVERSITY
Department of Earth & Environment
Earth Materials - GLY 3202 and 3202L - Fall 2018
Tuesday-Thursday 11-1215, Room PC 341

Professor: Dr. R. Hickey-Vargas
Office: AHC5-394, Lab: PC 340, Phone: 348-3471, e-mail: hickey@fiu.edu
Office hours: TBA
Required Text: Introduction to Mineralogy by William D. Nesse, 3nd edition
(Note that 2nd and 1st editions are acceptable)

Dates	Class Topic	Preparation and due dates
21-Aug	Organization of course/requirements	
23-Aug	Review of minerals and rocks	Chapter 1 & notes
28-Aug	Introduction to crystal symmetry	Chapter 2 (19-24)
30-Aug	Crystallography	Chapter 2 (12-18, 24-27)
4-Sep	Crystallography	Chapter 2 (27-46)
6-Sep	Elemental behavior, bonding	Chapter 3 (50-67)
11-Sep	Coordination of atoms in crystals	Chapter 3 (67-70) Ch 4 (71-81)
13-Sep	Chemical variation in minerals	Chapter 4 (81-88)
18-Sep	Mineral analysis	Chapter 9
20-Sep	Physical properties - overview	Ch. 2 (44-46), Ch. 5 (106-110) Ch. 6
25-Sept	Physical properties – not light related	Ch. 6 (123-128,136-141), Ch. 5 (112-114)
27-Sept	Physical properties - light related	Chapter 6 (128-136), Ch 7 (142-146)
2-Oct	Review	***Report due***
4-Oct	***Lecture Exam 1***	(Chapters 1-4, 6, 7 (part) & 9
9-Oct	Mineral optics, Intro to PL microscope	Chapter 7 (146-189)
11-Oct	Classification of minerals, silicates	Page 84, Chapter 11 (219-222)
16-Oct	Neso, cyclo and sorosilicates	Chapter 16 and 15
18-Oct	Ino and phyllosilicates	Chapter 14 and 13, ***Revised Report due***
23-Oct	Tectosilicates	Chapter 12
25-Oct	Carbonates, sulfates, phosphates, oxides	Chapters 17 & 18
30-Oct	Introduction to mineral assemblages	Appendix C
1-Nov	Halides, native elements, sulfides	Chapters 19 & 20
6-Nov	Igneous minerals	Chapter 11 (222-228) & notes
8-Nov	Hydrothermal minerals	Chapter 19 (427-431) & notes
13-Nov	Minerals formed by weathering/soils	Ch 13 (295-301) & Ch 18 (418-421)
15-Nov	Detrital & chemical sediment mins	Chapter 11 (228-232), p. 386 & notes
20-Nov	Metamorphic minerals	Chapter 11 (232-239) & notes
22-Nov	Thanksgiving	
27-Nov	Review	
29-Nov	Review	
Week of 3-Dec	***Lecture Exam 2***	

Learning Objectives: In this course you will learn how to examine the chemical and physical properties of minerals, how minerals and their properties are used for scientific and economic applications, and the natural processes by which minerals form.

Grading policy: Each of the two exams is worth 20% of your grade for the lecture. You will also write a short paper in the style of a technical report, worth 20% of your grade. The report is handed in, reviewed by me and resubmitted for a final grade. Group answer sheets for in-class activities make up another 20% of your grade. Several 15-minute quizzes make up another 20%. Quizzes and in-class activities are announced in class one week in advance. You will be expected to prepare for the in-class activities. Usually this is assigned reading or review of the textbook. In-class activities cannot be made up and you can miss only one without losing credit. Quizzes and exams may be made up *if you contact me in advance*.

Earth Materials Laboratory - GLY 3202L - Laboratory Schedule
Tuesday 1230-315, Room PC 341

Recommended lab textbooks: ***Simon & Schusters Guide to Rocks & Minerals*** (or any equivalent inexpensive popular handbook)
Minerals in Thin Section by Perkins and Henke

Lab assignments and materials are distributed and explained at the beginning of the lab period. The textbook is necessary for reference in the labs, and there will be assigned reading in preparation for labs. The two recommended books will also be useful for students who plan to continue into the courses GLY 4300 Petrology, and GLY 4511 Stratigraphy, so it is worthwhile buying them.

Grading Policy: Weekly lab sheets for Labs 1-8 are averaged together for 1/3 of your grade. Labwork for each lab is due the following week, according to the policy of your lab instructor. The two quizzes together are worth 1/3 of your grade for the lab. The group Lab Project is worth 1/3 of your grade.

Week	**Lab Topic**	**Reading** (in advance of lab from textbook)
28-Aug	Lab 1 - Crystal symmetry	Lecture notes
4-Sept	Lab 2 - Crystal systems, forms, indices	Lecture notes
11-Sept	Lab 3 – Scanning Electron Microscopy	Chapter 9
18-Sept	Lab 4 – Electron Microprobe Analysis	Chapter 9
25-Sept	Lab 5 – Macroscopic mineral properties	Lecture notes
2-Oct	Lab 6 – Mineral density and magnetism	Lecture notes & Chapter 10
8-Oct	***Lab Quiz 1 (identify mineral properties)***	
16-Oct	Lab 7 Optical properties 1	Chapter 7 (143-167)
23-Oct	Lab 8 Optical properties 2	Chapter 7 (167-189)
30-Oct	Lab Project – define strategies	Chapter 10
6-Nov	Lab Project	Lecture notes
13-Nov	Lab Project	Lecture notes
20-Nov	Thanksgiving week – no lab	Lecture notes
27-Nov	Lab Project presentations	Lecture notes
Week of 3-Dec	***Lab Quiz 2 (identify key minerals in hand specimen and using PL microscope)***	

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. School/College Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. GLY (Alpha Prefix) 4 (1st Digit) 300 (Last 3 Digits) L ("C"-lec-lab "L"-Lab) 1 (Cr. Hrs.)

3. Present Course Title Petrology Lab

PART II. FILL OUT CHANGE INFORMATION ONLY

Change Effective _____ / _____ / 20____

4a. New Course Title _____

b. New Abbreviated course Title *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) ____ (New 1st Digit) _____ (New Last 3 Digits) _____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From _____ To _____

6. New Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. New Prerequisite(s): GLY 4300

8. New Corequisite(s): GLY 4300

9. Explain Reclassification Request:

   Change will limit enrollment in course to students either currently enrolled in or who have previously passed the lecture course

10. Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) _____ (Signature) 10 / 12 / 20 18

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) Rene' Price (Signature) 10 / 11 / 20 18

Chairperson (Curr. Comm.) MAUREEN WALTER (Type name) _____ (Signature) 11 / 2 / 20 18

College/School Dean MANUEL CIGALES (Type name) _____ (Signature) 11 / 07 / 20 18

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

GLY 4300L: Petrology Lab
Justification for course prerequisite or corequisite change

GLY4300L is a companion lab to the lecture GLY4300. The current prerequisite for GLY4300L is: "Prerequisite: GLY 3202". GLY4300 is not listed as a corequisite and this might allow a student to register for this lab without having the necessary background provided by the associated lecture. In addition, the current prerequisite is the same as the lecture and is therefore redundant. Adding GLY 4300 as a Prerequisite will allow a student to take the lab if they completed the lecture in a prior term. The new catalog description will read:

Prerequisite or Corequisite: GLY 4300

GLY 4300L: Petrology Lab
Spring 2018

Instructor: Eshita Samajpati
Email: esama005@fiu.edu

Course Description: Identification of rocks using macroscopic and microscopic techniques. Application of electron microprobe.
Prerequisite: GLY 3202

Objectives: The purpose of this lab is to complement the Petrology lecture course and reinforce the ideas and tools necessary to understand rock-forming principles.

Required Text: Philpotts, Petrography of Igneous and Metamorphic Rocks

Below is a tentative schedule which is subject to change. You are all welcome to email me at any point should you have any questions or need to meet with me.

Date	Lab #	Subject
1/9	1	Introduction / Igneous Minerals
1/16	2	Textures
1/23	3	Phase Diagrams
1/30	4	Ultramafic / Mafic Rocks - Plutonic
2/6	5	Ultramafic / Mafic Rocks - Volcanic
2/13	6	Intermediate / Felsic Rocks - Plutonic
2/20	7	Intermediate / Felsic Rocks - Volcanic
2/27	8	Microprobe Lab → *Tentative*
3/6	9	Midterm Exam
3/13		Spring Break
3/21	10	Metamorphic Minerals
3/28	11	Metamorphic Textures
4/4	12	Granoblastic Metamorphic Rocks
4/11	13	Foliated Metamorphic Rocks
4/18	14	Lab Review
4/25	15	Final Exam

Grading:
The final grade will be a combination of lab participation/quizzes, homework assignments (15%) the midterm exam (20%), the final exam (20%), and a detailed notebook containing information and details on the topics we discuss in class, including thin section and hand sample descriptions (45%). Late assignments will receive a penalty. If you must miss class for valid reasons, as recognized by university policy, you must let me know beforehand. Medical excuses must be accompanied with documentation. Without an absence being excused, there will be no make-up (exams or labs).

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. School/College Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. GLY (Alpha Prefix) | 4 (1st Digit) | 450 (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.)

3. Present Course Title Environmental and Exploration Geophysics

PART II. FILL OUT CHANGE INFORMATION ONLY

Change Effective _____ / _____ / 20____

4a. New Course Title _____

b. New Abbreviated course Title *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | ____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From _____ To _____

6. New Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. New Prerequisite(s): MAC 2312, PHY 2049 or 2054, or permission of the instructor.

8. New Corequisite(s): _____

9. Explain Reclassification Request:

   Change will remove unnecessary prerequisites: GLY 1010 or GLY 3039

10. Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) [signature] (Signature) 10 / 12 / 20 18

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) [signature] (Signature) 10 / 11 / 20 18

Chairperson (Curr. Comm.) MAUREEN WALTON (Type name) [signature] (Signature) 11 / 2 / 20 18

College/School Dean MARCEL CIGALES (Type name) [signature] (Signature) 11 / 07 / 20 18

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

GLY 4450: Environmental and Exploration Geophysics
Justification for course prerequisite change

GLY 4450 is an elective course in the Geoscience BS program. The current prerequisite is "GLY 1010 or 3039; MAC 2312; PHY 2049 or 2054; or permission of the instructor". This change will eliminate GLY 1010 or 3039 from the prerequisite to allow students from other STEM programs who might not have taken GLY 1010 or 3039 to take the class. This change will remove GLY 1010 and GLY 3039 so the prerequisite reads:

Prerequisites: MAC 2312, PHY 2049 or PHY 2054, or permission of the instructor.

Florida International University Department of Earth and Environment

GLY 4450 Spring 2017: Environmental and Exploration Geophysics
Lec: MWF 11:00-11:50, Room AHC5-357

Dr. Dean Whitman
Office Hours: MW: 1:30-3:30 PM; Tu 10AM - noon after class, or by appointment

AHC5-396 Tel: 348-3089
E-mail: whitmand@fiu.edu

Syllabus (1/6/17)

Description:
Geophysics is the application of physical principles to the study of the Earth's structure and physical properties. Exploration or applied geophysical techniques are used to determine the physical properties of the subsurface from measurements made by instrumentation placed on the surface or in boreholes in the ground. These techniques were first developed as an aid in the exploration for mineral and petroleum deposits but in recent years, they have been increasingly applied to environmental problems such as hydrogeology and site remediation. Applications of geophysical methods include the determination of subsurface stratigraphy and soil properties, characterization of groundwater flow and storage, the identification and tracing of hazardous substances and contaminants in the subsurface, the detection of buried objects and unexploded ordinance, the characterization of soil and bedrock properties for stability, and the exploration of the subsurface for valuable mineral and energy resources. This course will provide an introduction to the basic field and interpretation methods used in exploration and environmental geophysics. Topics include seismic methods, gravity and magnetic (potential fields), electrical and electromagnetic methods, ground penetrating radar (GPR) and borehole methods. The course will include a Saturday field trip (required) to the Montgomery Botanical Research Center in SE Miami Dade County where many of these methods will be demonstrated.

Learning Objectives/Outcomes
Students completing this course will have a strong understanding of the following:

1. The jargon and terminology used in Geophysics
2. The basic physical laws and concepts behind each of the geophysical methods
3. The instrumentation used in each of the geophysical methods
4. The interpretation of geophysical data using analytical and computer modeling methods with an understanding of the uncertainty and non-uniqueness used in those methods.
5. The application of the various Geophysical methods to problems in environmental site and aquifer characterization and the exploration for mineral and energy resources.

Prerequisites: GLY1010 or 3039, MAC 2311, PHY 2048 & 2049 or PHY 2053 & 2054. **Note:** PHY 2049 or PHY 2054 may be taken concurrently with this course

Required Text:
Burger, H. R, A. F. Sheehan, and C. H. Jones *Introduction to Applied Geophysics, Exploring the Shallow Subsurface*, 2005; ISBN 0-393-92637. You should plan on bringing the textbook (and the CD) with you to class.

I strongly suggest that you conduct an overview reading of each of the assigned chapters before coming to class where you carefully read the introduction and scan through the rest of the chapter while examining the figures and their captions and noting any italicized ***key words***.

Software:
Geophysical exploration is heavily dependent on computer based modeling of the data. The textbook comes with a CD containing a set of programs for modeling data from some of the methods. These include REFRACT, for modeling simple dipping layer solutions to reversed seismic refraction profiles, REFLECT for simulating and modeling the waveforms of a shot gather, RESIST for modeling vertical electrical sounding data; GRAVMAG for modeling 2-D gravity and magnetic data; and DIFFRACT for simulating common offset GPR data. The programs on the CD will work on both PC, LINEX, and Macintosh computers. The programs on the CD will not work on newer (post 2011) Macs and users (both Mac and PC) should download software patches at http://cires.colorado.edu/people/jones.craig/GSSH/

All tables in the text are found on the CD in the form of *dynamic tables*, Microsoft Excel templates which apply equations used in the text and where the user can modify parameters to see how the calculated results will vary. These Excel spreadsheets also allow you to produce graphs seen in the text. Some of the homework exercises will involve the use of Excel.

Course Organization and Grading:
Course grade will be based on attendance and class participation (10%), problem sets (50%), a midterm (20%) and final exam (20%).
The course will consist of a short lecture on concepts and hands-on Geophysics exercises using paper and the computers in AHC5-357. Lectures will not duplicate all the material in the textbook so you must do the assigned reading.

- Attendance is required. Students are expected to arrive on time. I will be taking roll at the beginning of each class.
- Problem sets will consist of exercises that I will hand out which will sometimes include problems at the end of the chapters. Exercises will normally be due at the beginning of class, one week after they are assigned and may involve work outside of class. Exercises should be either typed of neatly printed on an engineering pad. Late exercises will be marked down.
- The midterm will cover material in Ch 1-4 in the textbook (seismic methods) and the final exam will cover material in Ch 5-8 of the book (Gravity, magnetics, electrical and electromagnetic methods). Exams will be closed book, but you will be allowed to bring in a 1 page hand written formula and note sheet.
- There will be a Saturday (all day) field trip to the Montgomery Center in mid-February (date TBA) where we will demonstrate seismic refraction, electrical, electromagnetic and GPR methods. Attendance on this field trip is **REQUIRED**.

Internet Resources
A course webpage will be maintained with **Blackboard**. This page will contain this syllabus, software, data, and lecture notes for the course.

Important University Policies That Apply to This Class
Academic Dishonesty and Misconduct
All students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. Any act that violates the student/instructor trust will not be tolerated. Acts of cheating, plagiarism, or lying will result in an "F" grade for the class and the possibility of expulsion from FIU.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the *Student Handbook*.

Incompletes

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete should be given only to a student who has successfully completed half of the work in the course. An incomplete must be made up as quickly as possible, but no later than two consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course.

Schedule (12/1/2016)

Week	Topic	Reading
1: Jan 9-13	Introduction Seismic Waves	Ch 1, Ch 2
2: Jan 18-20	Seismic wave propagation ***Ex1:*** Seismic Wave Propagation	Ch 2,
3: Jan 23-27	Seismic refraction method	Ch 3
4: Jan 30, Feb 1,3	Seismic refraction method ***Ex 2:*** Seismic Refraction Method	Ch 4
5: Feb 6-10	Seismic reflection method ***Ex 3:*** Seismic Reflection Method	Ch 4
6: Feb 13-17	Multichannel Seismic Surveying ***Ex 4:*** Seismic Reflection Interpretation Field Trip to the Montgomery Center (TBA)	Ch 4
7: Feb 20-24	**Review** **Midterm (Seismic Methods, Chs. 1 - 4)** Electrical Properties of earth materials	Ch 5
8: Feb 27, Mar 1-3	Electrical Resistivity Methods ***Ex 5:*** Resistivity Modeling and Interpretation	Ch 5
9: Mar 6-10	Electromagnetic methods	Ch 8
10: Mar 13-17	**Spring Break**	
11: Mar 20-24	Ground Penetration Radar ***Ex 6:*** GPR interpretation	Ch 8, notes
12: Mar 27-31	Gravity surveying and reduction Regional gravity studies and anomalies ***Ex 7*** Gravity Data Collection and Reduction	Ch 6
13: Apr 3-7	Gravity Anomalies Due to Simple Shapes 2-D Gravity Anomalies ***Ex 8:*** Gravity Modeling	Ch 6
14: Apr 10-14	Earth Magnetism Magnetic Anomalies ***Ex 9:*** Magnetic modeling	Ch 7
15: Apr 17-21	Magnetic surveying **Review and Questions**	TBA
Finals	Final Exam (Ch 5-8), Time TBA	

Applied Geophysics References (in reverse chronological order)

Reynolds, J.M., 2011, An Introduction to Applied and Environmental Geophysics, 2nd Ed. Wiley Blackwell, 696 pp.

Burger, H. R, A. F. Sheehan, and C. H. Jones, 2005, Introduction to Applied Geophysics, Exploring the Shallow Subsurface,.Norton,

Kearey, P., M. Brooks, and I. Hill, 2002, An introduction to geophysical exploration Blackwell Scientific Publications, 3rd E., 259 p.

Mussett, A. E., and M. A. Khan, 2000, Looking into the Earth: An Introduction to Geological Geophysics, Cambriadge Univ. Press

Reynolds, J.M., 1997, An Introduction to Applied and Environmental Geophysics, Wiley, 796 pp.

Parasnis, D.S., 1997, Principles of applied geophysics, 5th ed., Chapman and Hall, 429 p.

Burger, H.R., 1992, Exploration Geophysics of the Shallow Subsurface , Prentice Hall, 489 p.

Telford, W.M., L.P. Geldart, and R.E. Sheriff, 1990, Applied Geophysics, 2nd ed., Cambridge University Press.

Ward, S.H., ed., 1990, Geotechnical and Environmental Geophysics, Society of Exploration Geophysics investigations in Geophysics,

Milsom, J., 1989, Field Geophysics , Open University Press, 182 p

Carmichael, R.S., 1989, Practical Handbook of Physical Properties of Rocks and Minerals, CRC Press, 741 pp.

Robinson, E.S., and C. Coruh, 1988, Basic Exploration Geophysics, John Wiley, 562 p.

Dobrin, M.B., and C.H. Savit, 1988, Introduction to Geophysical Prospecting, 4th ed., Mc Graw-Hill, 867 pp.

Sheriff, Robert E., 1984, Encyclopedic dictionary of exploration geophysics 2nd ed., Society of Exploration Geophysicists, 323 p.

Beck, A. E., 1981, Physical principles of exploration methods : an introductory text for geology and geophysics students , John Wiley, 234 p.

Society of Exploration Geophysicists, 1967, Mining geophysics. vols I and II, Society of Exploration Geophysicists

Keller, G.V.and F. C. Frischknecht., 1966, Electrical methods in geophysical prospecting, Pergamon Press, 519 p.

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. GLY (Alpha Prefix) | 4 (1st Digit) | 511 (Last 3 Digits) | L ("C"-lec-lab "L"-Lab) | 1 (Cr. Hrs.)

3. **Present Course Title** Stratigraphy Lab

PART II. FILL OUT CHANGE INFORMATION ONLY **Change Effective** _____ / _____ / 20____

4a. **New Course Title** _____

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | ____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. **Change Credit Hours: From** _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. **New Prerequisite(s):** GLY 4511

8. **New Corequisite(s):** GLY 4511

9. **Explain Reclassification Request:**

   Change will limit enrollment in course to students either currently enrolled in or who have previously passed the lecture course

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) (Signature) 10 / 12 / 20 18

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) (Signature) 10 / 11 / 20 18

Chairperson (Curr. Comm.) MAUREEN WALTER (Type name) (Signature) 11 / 2 / 20 18

College/School Dean MANUEL GONZALEZ (Type name) (Signature) 11 / 07 / 20 18

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

GLY 4511L: Stratigraphy Lab
Justification for course prerequisite or corequisite change

GLY4511L is a companion lab to the lecture GLY4511. The current prerequisite for GLY4511L is: "Prerequisite: GLY 3202L". The current prerequisite might allow a student to register for this lab without having the necessary background provided by the associated lecture. GLY 4511 is not listed as a corequisite allowing a student to register for this lab without having the associated lecture. Adding GLY 4511 as a Prerequisite will allow a student to take the lab if they completed the lecture in a prior term. The new catalog description will read:

Prerequisite or Corequisite: GLY 4511

FLORIDA INTERNATIONAL UNIVERSITY
Department of Earth Sciences
STRATIGRAPHY LABORATORY
GLY 4511L

Fall 2018
Th: 3:30-6:15 PM
PC 311

Jander Socorro
Office: PC 315A
E-Mail: jsoco002@fiu.edu

Course Description: Laboratory analysis of rock facies and index fossils used in the interpretation of the geologic record. Prerequisite: GLY 3202L.

Objectives: To provide basic understanding of geological time scale, principles of stratigraphy and stratigraphic sequences.

No textbook is required.

Laboratory reports are due the following Thursday. Students are expected to read the pertinent material before the laboratory.

****

COURSE OUTLINE

Date	**MAJOR Topics**
Aug 23	**Lab 1** Thin Sections and Carbonate Rocks Classification.
Aug 30	**Lab 2** Microfossils: Foraminifera, Calcareous Nannoplankton, Diatoms, Radiolarians and Silicoflagellates. Lab 1 is due.
Sept 6	**Lab 3** Porifera, Cnidaria and Bryozoa. Lab 2 is due.
Sept 13	**Lab 4** Brachiopoda and Mollusca. Lab 3 is due.
Sept 20	**Lab 5** Arthropoda and Echinodermata. Lab 4 is due.
Sept 27	**Lab 6** Concept of Biostratigraphy and Stratigraphic Correlation. Lab 5 is due.
Oct 4	**Mid-term Exam.** Lab 6 is due.
Oct 11	**Lab 7** Sedimentary Petrology (Clastic Rocks).

Oct 18	Final Project Work. Lab 7 is due.
Oct 25	**Lab 8** Sedimentary Structures, Facies Concept and Interpretation of Sedimentary Environments.
Nov 1	**Lab 9** Transgression, Regression and Sea Level Changes. Lab 8 is due.
Nov 8	**TBD** GSA 2018 (Work on Final Project)
Nov 15	Final Project Work. Lab 9 is due.
Nov 22	**Thanksgiving Holiday (NO CLASS)**
Nov 29	**Final Exam**. Lab 9 is due.
*Dec 4/6	**Final Project Presentations *IN CLASS**

In addition to class work students will be assigned a project to be developed throughout the semester. The results are due at the end of the semester in an oral presentation in front of your classmates, and a written report that should not exceed 15 doubled space typed pages, including references in journal format (figures and appendixes do not count toward the 15 pages).

Note: Students are expected to work after regular laboratory hours; each student must make arrangements to spend additional time on laboratory work in order to complete their exercises and training. Extra hours should be arranged with the instructor or the Laboratory managers (Diane Pirie or Dr. Panneerselvam).

Also, several field trips will be carried out during the development of the laboratory, assistance is mandatory and your work and participation of these will count towards your final grade.

Grading Policy

Laboratory reports and assignments: 30%
Mid term examination 20%
Project 20% (5% presentation-15% report)
Final examination 20%
Field Trips 10%

GLY 4822

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. School/College Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. GLY (Alpha Prefix) | 4 (1st Digit) | 822 (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.)

3. Present Course Title Introduction to Hydrogeology

PART II. FILL OUT CHANGE INFORMATION ONLY

Change Effective _____ / _____ / 20____

4a. New Course Title _____

b. New Abbreviated course Title *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | _____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From _____ To _____

6. New Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. New Prerequisite(s): PHY 2048 or PHY 2053, CHM 1045, MAC 2311, or permission of the instructor

8. New Corequisite(s): _____

9. Explain Reclassification Request:

   Changes will simplify prerequisites to make course accessible to student in other majors who may have and interest in hydrogeology

10. Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) [signature] (Signature) 10 / 12 / 20 18

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) [signature] (Signature) 10 / 11 / 20 18

Chairperson (Curr. Comm.) MAUREEN WALTER (Type name) [signature] (Signature) 11 / 2 / 20 18

College/School Dean MARICEL CIGARES (Type name) [signature] (Signature) 11 / 07 / 20 18

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

GLY 4822: Introduction to Hydrogeology
Justification for course prerequisite change

GLY 4822 is a required course in the Geoscience BS program. Currently, this program allows students to choose between three courses, ESC 1000: Introduction to Earth Sciences, GLY 1010: Physical Geology, and GLY 3039: Environmental Geology, to satisfy one of the lower division prerequisite requirements. Many students enter FIU as Junior transfers from Miami Dade College (MDC). MDC has mostly stopped offering GLY 1010. Removal of GLY1010, and GLY 3039 will simplify prerequisites to make this course accessible to transfer students or to students in other majors who may have an interest in hydrogeology. The current prerequisite are "GLY 1010 or GLY 3039, PHY 2048 or PHY 2053, CHM 1045, MAC 2311, or permission of the instructor". This change will remove GLY 1010 and GLY 3039 so that the prerequisite reads:

Prerequisites: PHY 2048 or PHY 2053, CHM 1045, MAC 2311, or permission of the instructor.

Introduction to Hydrogeology: GLY-4822

Meeting time: 11:00-12:15 T, Th
Meeting location: Charles E Perry (PC) 411
Course Level: Undergraduate 4822
Sections: 1
Web page: http://faculty.fiu.edu/~sukopm/GLY4822/GLY4822.htm

Course Catalogue Description

GLY 4822 Introduction to Hydrogeology (3). Principles of groundwater flow, determination of aquifer properties, geologic factors influencing groundwater flow and quality, legal/regulatory framework for hydrogeology. Prerequisite: One college-level course in physics, chemistry, geology, and calculus, or permission of the instructor. (S)

Instructor: Dr. Michael Sukop
Telephone: 305-348-3117
E-mail: sukopm@fiu.edu
Department: Earth and Environment
Office: AHC-5 369

Office Hours: T, Th 3:30 to 5, as available, and by appointment

Outline

1. Introduction
2. Review
    a. Math
        i. Calculus
            1. Slopes
            2. Derivatives
            3. Partial derivatives
            4. Numerical derivatives
            5. Integrals
        ii. Logarithms
    b. Tools
        i. Excel 'tricks'
        ii. MATLAB
3. Hydrologic cycle
4. Hydrologic processes and stochastic hydrology
5. Ground Water Basics
    a. Porosity and effective porosity
    b. Total, elevation, and pressure heads
    c. Gradient
    d. Hydraulic conductivity
    e. Flux and Darcy's Law
    f. Average pore water velocity
6. Hydrogeology
    a. Aquifers and confining beds

    b. Transmissivity and storativity
    c. Major aquifers and their geologic settings
7. Mathematics of ground water flow
    a. Derivation of 1- and 2-D Poisson Equations
    b. Boundary value problems
        i. Analytical solutions
        ii. Numerical solution
        iii. Regional flow problem
    c. Derivation of transient flow equation
        i. Numerical solution
8. Ground water flow modeling with MODFLOW
9. Fractured and karstic media
10. 1-D Chemical Transport
    a. Diffusion Equation
        i. Derivation of PDE for 1-D Diffusion
        ii. Boundary conditions
            1. Constant concentration boundaries (Dirichlet BC)
            2. No flux boundaries (Neumann BC)
        iii. Initial conditions (Heaviside functions)
        iv. Analytical solutions
        v. Finite difference solution
        vi. Excel model
11. Dispersion
    a. Mechanisms
    b. Poiseuille flow/Taylor dispersion
    c. Estimating dispersion
        i. Peclet number correlations
        ii. Scale correlations
12. Retardation
    a. Kd, linear isotherm
    b. Koc
13. Convection Dispersion Equation
    a. Derivation of PDE for CDE
    b. Boundary and initial conditions
    c. Analytical solutions
    d. Inverse modeling of solute transport; CXTFIT/STANMOD
    e. 2- and 3-D analytical solutions
    f. Particle Tracking/Pathline Models
    g. MT3D
14. Hydrogeologic investigations
    a. Drilling and well installation
    b. Slug and aquifer testing
15. Seawater intrusion (Ghyben-Herzberg)
16. Ground water chemistry
    a. Major ions, charge balance, and Piper diagrams
    b. Nitrogen and Phosphorous

c. Cation exchange
d. Redox reactions: O_2, NO_3^-, Mn(II/IV), Fe(II/III), SO_4^{2-}, CH_4

Assignment Dates

Approximately weekly assignments will be due one week after they are handed out or provided by e-mail.

Performance Measures, Grading/Attendance Standards

Attendance: Participation in classroom instruction and computer exercises is critical to successful completion of this course. More than 3 unexcused absences will result in one letter grade reduction; more than 6 will result in a two letter grade reduction.

Homework: Homework assignments will be given weekly and will generally consist of short reports on specific exercises. English, spelling, units, significant figures, quality of graphics, accuracy of analysis, and quality of evaluation will all be considered in grading the homework. You must write a coherent report that explains what is presented. You are encouraged to work together to develop your understanding, but you must complete all assignments yourself; copying the work of others (including from the Internet) is unacceptable and will result in a grade of F for the course. In addition, you will probably not be able to successfully complete the quizzes and examinations without having done the homework. Late homework will be reduced 25% for each late day. These assignments will account for 1/2 of your grade.

Quizzes: 1/8 of grade. 10-minute quizzes will be administered weekly or as appropriate following completion of the homework assignments. The sum of all quiz grades will be weighted to account for 1/8 of your overall course grade.

Examinations: 1/8 of grade each. One mid-term and one final examination will focus on concepts, theory, and practical computations. Examinations will be based on lecture, homework, and quiz material.

Projects/Presentations: An in-class presentation of a final project consisting of a hydrogeological description of an area or an analysis of a problem will constitute 1/8 of your grade. Your presentation will be graded on content and professional quality. You will submit a one page description of your project concept early in the semester. Individual and group projects are possible, but equal effort (and a regular full presentation) is expected from each group project participant. Presentations will be at the end of the semester.

Text

Fitts, Charles R., 2012 Groundwater Science, Edition 2, Academic Press. ISBN 0123847060, 9780123847065, 692 pages

Companion web site: http://booksite.elsevier.com/9780123847058/

Bibliography

Anderson and Woessner, Applied Groundwater Modeling: Simulation of Flow and Advective Transport, Academic Press, 1992.

Bennett, G.D., 1976. INTRODUCTION TO GROUND-WATER HYDRAULICS, U.S. Geological Survey, Techniques of Water-Resources Investigations, Book 3, Chapter B2. Available online at http://water.usgs.gov/pubs/twri/twri3-b2/html/pdf.html

Ingebritsen, S.E., W.E. Sanford, C.E. Neuzil. 2006. Groundwater in geologic processes. 2nd ed., Cambridge; New York: Cambridge University Press.

Toride N., Leij, F.J. and van Genuchten, M. Th. (1995) The CXTFIT Code for estimating transport parameters from laboratory or field tracer experiments. Research Report No. 137, U.S. Salinity Laboratory, USDA-ARS, Riverside, CA. Available online.

Wang and Anderson, 1982. Introduction to Groundwater Modeling. W. H. Freeman and Company, San Francisco. 237 pp.

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. School/College Arts, Sciences and Education

   Div./Dept. in Which Taught Earth and Environment

2. MET (Alpha Prefix) 3 (1st Digit) 502 (Last 3 Digits) L ("C"-lec-lab "L"-Lab) 1 (Cr. Hrs.)

3. Present Course Title Synoptic Meteorology Lab

PART II. FILL OUT CHANGE INFORMATION ONLY

Change Effective _____ / _____ / 20____

4a. New Course Title _____

b. New Abbreviated course Title *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) ____ (New 1st Digit) _____ (New Last 3 Digits) _____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From _____ To _____

6. New Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. New Prerequisite(s): MET 3502

8. New Corequisite(s): MET 3502

9. Explain Reclassification Request:

   Change will limit enrollment in course to students either currently enrolled in or who have previously passed the lecture course MET 3502

10. Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.

PROPOSAL REQUESTED BY:

Faculty Contact Dean Whitman (Type name) _____ (Signature) 10 / 12 / 2018

whitmand@fiu.edu (Email address) (305) 348-3089 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) _____ (Signature) 10 / 11 / 2018

Chairperson (Curr. Comm.) MAUREEN WALTER (Type name) _____ (Signature) 11 / 2 / 2018

College/School Dean MARICEL GUARES (Type name) _____ (Signature) 11 / 07 / 2018

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Florida International University Department of Earth and Environment

MET 3502L: Synoptic Meteorology Lab
Justification for course prerequisite or corequisite change

MET3502L is a companion lab to the lecture MET3502. The current prerequisite for MET3502L is: "Prerequisite: MET 3003." The prerequisite is the same as that for the lecture and is therefore redundant. In addition, the current prerequisite might allow a student to register for this lab without having the necessary background provided by the associated lecture and therefore MET 3502 should be a prerequisite or corequisite. Adding MET3502 as a Prerequisite will allow a student to take the lab if they completed the lecture in a prior term.
The new catalog description will read:

Prerequisite or Corequisite: MET 3502

Instructor:	Dr. Haiyan Jiang; Office: AHC5 371; Phone: 305-348-2984; Email: haiyan.jiang@fiu.edu.
TA for the lab:	Jeremy Katz; Office: AHC5 358; email: jkatz029@fiu.edu
Time:	Lecture: Tu/Th 11:00AM-12:15 PM;
	Lab: Tu 12:30PM-3:00PM;
Location:	AHC5 357
Office hours:	Tuesday & Thursday, 12:15 PM-12:45 PM or by appointment
Course Web Site:	http://faculty.fiu.edu/~hajian/MET3502/MET3502.html

Course overview

This course focuses on analysis and forecasting of middle-latitude weather systems. We will examine the structure and dynamics of these systems by integrating weather observations with the current state of dynamic theory, numerical weather prediction models, and the physical principles of atmospheric thermodynamics and cloud and precipitation physics. The lab is vital to the course content. Students who complete both the lecture and lab will have a good start toward the essentials of the Forecaster's Art. We will pay close attention to daily weather during the lectures/labs. The lab assignments include traditional hand-drawing of weather maps and computer-based map analysis using the NCAR IDV software. Graduate students will have the opportunity to work on a research-related literature review and term paper reports to increase their ability to utilize knowledge learned in their research/thesis work. Prerequisite: MET 3003, General Meteorology or instructor's permission.

Course lectures

Electronic portions (pdf files) of course lectures will be provided on the class website for download after the lecture is given so that you can review. Notes on the board may or may not be posted, so if you miss class, please see a fellow student.

Laboratory assignments

Each week, a laboratory assignment will be assigned relating to application of the material being covered in class. Time will be provided on lab sessions for students to work on their lab assignment. Students will have time to begin the assignments in class, but students can be expected to put time in to them outside of class. **Assignments will be due usually in one week.** You are expected to independently to solve the problems though discussions among classmates are allowed. Please hand in your assignments **at beginning of the lab time** on the due day. Late homework will not be accepted (result a "0" grade) unless a valid excuse is provided to the instructor. Valid excuses include death, severe illness, and field project participation. Assignments will be rated based on a percentage scale with 100% as excellent completion. You are encouraged to correct errors in your assignments if they were rated below 90%. As a result, you are able to make up for your lower assignment grade to a rate up to 90%.

Texts

Recommended Textbook: *Mid-Latitude Atmospheric Dynamics - A First Course* by Jonathan E. Martin, Wiley, 2006, ISBN 0-470-86465-6.

Reference: *An Introduction to Dynamic Meteorology, Third Edition* by James Holton, Academic Press, 1992, ISBN 0-12-354355-X.

Grading

The final numeric grades will be determined according to the following tables:

Lecture, undergraduate:

Class & WxChallenge participation	10%
Mid-term exam	45%
Final exam	45%
Total	100%

Lab:

Class participation	10%
Laboratory assignments	90%
Total	100%

Lecture, graduate:

Class & WxChallenge participation	10%
Mid-term exam	35%
Final exam	35%
Final term paper	20%
Total	100%

Computing

This course will require significant computer work. We will be using the Interactive Data Viewer (IDV) extensively in this course, as well as the world wide web. You should familiarize yourself with internet weather resources if you are not already. A good starting point would be the quick-link weather center on the Penn State University's e-WALL (http://www.meteo.psu.edu/~gadomski/ewall.html). IDV is installed on the AHC357 lab computers, and you are welcome to work there anytime when classes are not in session. The class schedule is posted on the door. IDV can also be installed on your own computer (but you must have internet access at the time to run it) so you can work on assignments wherever you would like, it can be downloaded for computers using Windows, Mac, or Linux operating systems from http://www.unidata.ucar.edu/software/idv/.

Course schedule

Overview (14 weeks):

I. Class introduction and overview of instrumentation and forecast approaches (3 weeks)
II. Review of fundamental mathematical concepts (1 week)
III. Review of basic atmospheric concepts (3 weeks)
IV. Fronts and Jets (1.5 weeks)
V. Vorticity equation, PV, QG equations, Cyclongenesis, and Severe Weather (4.5 week)

Tentative Schedule:

August

21 (Tu)	Lecture 1	Course logistics and introduction
	Lab 1	*weather discussion method and internet resources*
23 (Th)	Lecture 2	WxChallenge Overview by Rigo (FIU local manager)
28 (Tu)	Lecture 3	Skew-T review
	Lab 2	*Weather discussion example*
30(Th)	Lecture 4	Forecasting temperatures

September

4 (Tu)	Lecture 5	Surface weather elements
	Lab 3	*Skew-T analysis*
6 (Th)	Lecture 6	Review of instrumentation and data sources (1)

11 (Tu)	Lecture 7	Review of instrumentation and data sources (2)
	Lab 4	*Surface observations*
13 (Th)	Lecture 8	Contour analysis
18 (Tu)	Lecture 9	Airmasses, fronts, and frontal analysis (1)
	Lab 5	*Contour analysis by hand-drawing*
20 (Th)	Lecture 10	Airmasses, fronts, and frontal analysis (2)
25 (Tu)	Lecture 11	Interpreting weather maps
	Lab 6	Isotherm and Isodrosotherm Analysis *by handing drawing*
27 (Th)	Lecture 12	Math review: derivatives and integrals

October

2 (Tu)	Lecture 13	Math review: Vectors
	Lab 7	*Surface frontal analysis by hand drawing*
4 (Th)	Lecture 14	Curl, LaPlacian, Total Derivative, Coordinate Systems, and Divergence
9 (Tu)	Lecture 15	Governing equations
	Lab 8	*Use IDV to plot surface observations*
11 (Th)	Lecture 16	Midterm review
16 (Tu)	Lecture 17	Midterm exam
	Lab	***No Lab***
18 (Th)	Lecture 18	Balanced wind
23 (Tu)	Lecture 19	Divergence and vertical motion
	Lab 9	*Upper air observations – plan view by IDV*
25 (Th)	Lecture 20	Circulation and vorticity
30 (Tu)	Lecture 21	Vorticity equation
	Lab 10	*Upper air observations – sounding view by IDV*

November

1 (Th)	Lecture 22	Life-cycle of mid-latitude cyclone
6 (Tu)	Lecture 23	Potential vorticity
	Lab 11	*Model upper air plots by IDV*
8 (Th)	Lecture 24	Cyclongenesis, QG Height Tendency and Omega equations
13 (Tu)	Lecture 25	Applications of learned tools in evaluating and diagnosing vertical motion, upper-level troughs, and surface cyclones (1)
	Lab 12	*Sea level pressure evolution by IDV*
15 (Th)	Lecture 26	Applications of learned tools in evaluating and diagnosing vertical motion, upper-level troughs, and surface cyclones (2)
20 (Tu)	Lecture 27	Applications of learned tools in evaluating and diagnosing vertical motion, upper-level troughs, and surface cyclones (3) & Graduate Term paper presentation
	Lab 13	*Jet stream evolution by IDV*
22 (Th)	**Thanksgiving Break, NO CLASS**	
27 (Tu)	Lecture 28	Final Review

Final exam

Tuesday, Dec. 4, 12-2 PM

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. School/College Arts, Sciences and Education

   Div./Dept. In Which Taught Teaching and Learning

2. SSE (Alpha Prefix) | 4 (1st Digit) | 942 (Last 3 Digits) | ____ ("C"-lec-lab "L"-Lab) | 9 (Cr. Hrs.)

3. Present Course Title Social Science Student Teaching

PART II. FILL OUT CHANGE INFORMATION ONLY Change Effective 08 / 26 / 20 19

4a. New Course Title _____

b. New Abbreviated course Title *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. ____ (New Alpha Prefix) | ____ (New 1st Digit) | ____ (New Last 3 Digits) | ____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From 9 To 6

6. New Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. New Prerequisite(s): _____

8. New Corequisite(s): _____

9. Explain Reclassification Request:

   In order to stay within the 120 credit-hour limit, students will enroll in 6 rather than 9 credit hours during their internship.

10. Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.

PROPOSAL REQUESTED BY:

Faculty Contact Sarah A. Mathew (Type name) — Sarah Mathew (Signature) — 10 / 18 / 20 18

samathew@fiu.edu (Email address) — (305) 348-3223 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) — Maria L. Fernandez (Signature) — 10 / 22 / 20 18

Chairperson (Curr. Comm.) Kenton Harris (Type name) — (Signature) — 11 / 2 / 20 18

College/School Dean Maricel Cigales (Type name) — (Signature) — 11 / 07 / 20 18

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Course Change Justification: SSE 4942 - Social Science Student-Teaching

In order to satisfy program needs, a new content acquisition course was developed to help support students in the BA of Geography, BA of History, and BA of Political Science majors who are also completing the Secondary Social Studies Education tract. In order to stay within the 120 credit-hour limit, the Social Studies program will now ask students to enroll in 6 rather than 9 credit hours during their student-teaching internship. The reduction of credit hours reflects similar reductions in Secondary Education programs (e.g. Secondary Science Education). FIU's student-teaching placement has also decreased the amount of time students spend in their internship to reflect the state minimum of hours required in the field and to accommodate cooperating teachers' in the field who face increasing demands due to pressures of high-stakes testing. Students will continue to complete the field hours and assignments set by the Office of Clinical Field Experience to meet requirement for endorsement for teacher certification.

Correspondences of Support from the impacted departments in the School of Information and Public Affairs

Sarah Mathews – Teaching and Learning/Social Studies Education

Mon 10/1/2018 1:30 PM
To:
Tovah Bender;
Ricardo M Gonzalez;
Claudia Page;
Todd Makse;
Maria Fernandez
Cc:
Claudia Page
Dear all,

I wanted to let you know that last week my department approved the new course and the change of create ours for the student-teaching internship. I am preparing the documents to submit to the CASE curriculum committee meeting on Oct. 24.

I think that your proposals need a memo of support from my department chair, Maria Fernandez, and I may need a memo of support from your programs as well. I was told that we could handle this through email.

So please respond to this email and let me know that you approve the following curriculum changes:

1). A new SSE 3XXX course has been proposed to help our students prepare for their teaching certification test and to assess state-mandated content area competencies. (New Course)

2). The new SSE 3XXX wil be added as a required course to the Bachelors in Arts in History, Geography, and Political Science degrees with a track in Social Studies Education. (Program Change)

3). The credits for the SSE 4392 Social Science Student Teaching Internship have been reduced from 9 to 6 credit hours. (Course Change)

4). The change in credit hours for the SSE 4392 Social Science Student Teaching Internship will be implemented into the the Bachelors in Arts in History, Geography, and Political Science degrees with a track in Social Studies Education. (Program Change)

Please let me know if you have any questions or concerns over these proposed changes. If you accept these changes please just respond with an email statement indicating your support.

Thank you again for all of your help with these changes.

Sincerely,

Ricardo M Gonzalez – The Department of Global and Sociocultural Studies

Today, 10:27 AM
Sarah Mathews;
+4 more

Good morning,

My chair, Guillermo Grenier, has signed the form and it is now in the hands of our Curriculum Committee rep, Dennis Wiedman. The documents will be submitted during the next meeting (Bulletin # 2).

Best,

Ricardo

Ricardo M. Gonzalez, Ph.D.
Senior Instructor and Faculty Academic Adviser
Department of Global and Sociocultural Studies
Florida International University
Office: SIPA # 304
Phone: (305) 348-2242
GSS Department: (305) 348-2247
Fax: (305) 348-3605

Tovah Bender – Department of History

Thu 10/11/2018 10:14 AM
To:
Sarah Mathews

Hi Sarah

All is set.

Actually, I've had the department approval and paperwork ready to go since the Bulletin 1 meeting but have been holding it until we are all ready to move for bulletin 2.

Tovah

Todd Makse – The Department of Politics and International Relations

Tue 10/2/2018 6:53 PM

To:

Sarah Mathews

Hi Sarah,

PIR is supportive of these changes.

Best,

Todd

FIU | Arts, Sciences & Education

School of Education and Human Development

STUDENT TEACHING SYLLABUS
for Initial Teacher Education Preparation Programs (ITEP)
FALL 2018

Early Childhood Education with ESOL Endorsement – EEC 4943
Elementary Education with ESOL & Reading Endorsements – EDE 4943
English Education with ESOL Endorsement – LAE 4942
Exceptional Student Education with ESOL & Reading Endorsements – EEX 4861
Mathematics Education – MAE 4942
Music Education – MUE 4940
Physical Education – PET 4943
Science Education – SCE 4944
Social Studies Education – SSE 4942

The above-listed undergraduate program student teaching courses are 6-12 credit hours, depending on the specific major.

Instructor Information:

Name: E. Judith Cohen, Ed. D.
Phone: 305-348-2082
e-mail: cohenj@fiu.edu
Office: ZEB 130B
Office Hours: Monday – Friday, by appointment

I. Course Description

This course is the capstone experience for all teacher candidates majoring in the Initial Teacher Education Preparation Programs in the College of Arts, Sciences and Education (CASE) / School of Education & Human Development (SEHD), including: Early Childhood Education with ESOL Endorsement; Elementary Education with ESOL & Reading Endorsements; Exceptional Student Education with ESOL & Reading Endorsements; English Education with ESOL Endorsement; Mathematics Education, Music Education; Physical Education; Science Education; and Social Studies Education.

This course provides multiple opportunities to demonstrate the competencies learned throughout the candidate's specific program under the close supervision of master teachers (Cooperating Teachers) and University Supervisors. Teacher candidates gradually assume full responsibility for the instruction of all students in their assigned P-12 classrooms.

Prerequisites: 1) Successful completion of all program requirements.
2) Passing score on all FTCE exams, including SAE and Professional Education.

II. Conceptual Framework

- *The desired future of the College of Education* (currently College of Arts, Sciences, & Education / School of Education & Human Development) *at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community.* (Vision Statement of the Conceptual Framework – Revised 2007, p.1).
- Teacher candidates are expected to demonstrate proficiencies, or learning outcomes, which are explained in the Conceptual Framework. Students are required to know, do, and understand the proficiencies of their specific program.
- The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim. The outcomes include:
    - Unit Content Outcome: Stewards of the Discipline (Knowledge);
    - Unit Process Outcome: Reflective Inquirer (Skills); and
    - Unit Dispositions Outcome: Mindful Educator (Dispositions).

The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with:

- State Standards: Florida Educator Accomplished Practices 2010 [FEAPs]
- Professional Standards: Interstate Teacher Assessment and Support Consortium [InTASC]
- The Florida Standards (based on the Common Core State Standards) and/or Next Generation Sunshine State Standards (NGSSS)
- Program / Content-specific standards and competencies:
    - Florida Teacher Standards for ESOL Endorsement 2010
    - Reading Endorsement Competencies 2011

A list of all standards, competencies, practices, and indicators are listed in Part 3 of the Student Teaching Handbook.

The following Matrix includes an alignment of Learning Outcomes and FEAPs Standards.

Matrix of Alignment: CASE / SEHD Learning Outcomes and FEAPs

Unit Content Outcome: Stewards of the Discipline [Knowledge]

1. **Know content and pedagogical content.**

(a)1.a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

(a)1.b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

2. **Know how to use knowledge to help all students learn.**

(a)1.c. Designs instruction for students to achieve mastery;

(a)1.d. Selects appropriate formative assessments to monitor learning;

(a)2.e. Models clear, acceptable oral and written communication skills;

(a)3.a. Deliver engaging and challenging lessons;

(a)3.c. Identify gaps in students' subject matter knowledge;

(a)3.h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

3. **Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.**

(a)1.f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies;

(a)3.b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

(a)3.e. Relate and integrate the subject matter with other disciplines and life experiences;

4. **Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.**

(a)1.e. Uses diagnostic student data to plan lessons;

(a)2.g. Integrates current information and communication technologies;

(a)3.g. Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction, and to teach for student understanding;

(a).4.f. Applies technology to organize and integrate assessment information;

5. **Know how to evaluate the results of their experimentation.**

(a)3.i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;

(a)3.j. Utilize student feedback to monitor instructional needs and to adjust instruction;

(a)4.b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

(a)4.c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains;

Unit Process Outcome: Reflective Inquirer [Skills]

1. **Reflect on practice and change approaches based on own insights**

(a)3.d. Modify instruction to respond to preconceptions or misconceptions;

(a)4.a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

(a)4.d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

2. **Reflect on practice with the goal of continuous improvement**

(a)2.b. Manages individual and class behaviors through a well-planned management system;

(b)1.a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

3. **Think critically about educational issues through a form of inquiry that investigates educational dilemmas and problems and seek resolutions that benefit students.**

(a)3.f. Employ higher-order questioning techniques;

(b)1.c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

4. **Be sensitive to and understand individual and cultural differences among students**

(a)2.c. Conveys high expectations to all students;

(a)2.d. Respects students' cultural, linguistic and family background;

(a)2.f. Maintains a climate of openness, inquiry, fairness, and support;

(a)2.h. Adapts the learning environment to accommodate the differing needs and diversity of students

(a)3.h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

5. **Collaborate with other professional educators, families, and communities.**

(b)1.d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

(b)1.e. Engages in targeted professional growth opportunities and reflective practices;

6. **Foster learning environments that take into account technological resources.**

(a)2.a. Organizes, allocates, and manages the resources of time, space, and attention;

(a)2.i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals;

7. **Use the richness of diverse communities and an understanding of the urban environment to enhance learning.**

(a)4.e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);

8. **Use knowledge to help learners foster global connections.**

Unit Dispositions Outcome: Mindful Educator [Dispositions]

1. **Adopts a critical eye toward ideas and actions (Being Analytical).**

(b)2.a. Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations; *

(b)2.c. Apply knowledge of rights, responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress; *

(b)2.e. Determine and apply the appropriate use and maintenance of students' information and records; *

2. **Withholds judgment until understanding is achieved by being thoughtful in actions (Managing Impulsivity).**

(b)2.b. Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual; *

3. **Works to see things through by employing systematic methods of analyzing problems (Persisting).**

4. **Thinks about his/her own thinking (Reflective Thoughtfulness).**

(b)1.f. Implements knowledge and skills learned in professional development in the teaching and learning process;

5. **Thinks and communicates with clarity and precision (Communicating Accurately).**

(a)2.e. Models clear, acceptable oral and written communication skills; 2x

6. **Shows curiosity and passion about learning through inquiry (Being Inquisitive).**

(b)1.b. Examines and uses data-informed research to improve instruction and student achievement;

7. **Shows a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).**

8. **Recognizes the wholeness and distinctiveness of other people's ways of experiencing and making meaning by being open-minded (Being Open-minded).**

(a)2.f. Maintains a climate of openness, inquiry, fairness, and support; 2x

9. **Takes time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).**

10. **Abstracts meaning from one experience and carries it forward and applies it to a new situation by calling on store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).**

(b)2.d. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies; *

11. **Shows sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently).**

12. **Shows a sense of care for others and an interest in listening well to others (Empathic Understanding).**

***From Professional Education Competencies and Skills (PEC) 17th edition (2012).**
Competency 6: Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida # 1-5.

III. Program Standards & Competencies

This course is aligned with the standards, principles, competencies, and practices of the Interstate Teacher Assessment and Support Consortium (InTASC) Core Principles, Florida Educator Accomplished Practices (FEAPs) 2010, Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement 2010, Florida Reading Endorsement Competencies 2011, The Florida Standards (Common Core State Standards), The Next Generation Sunshine State Standards (NGSSS), and the candidates' specific teacher certification competencies. A complete list of standards, principles, practices, and competencies are listed in Part 3 of the Student Teaching Handbook.

IV. Course Objectives and Professional Standards

The following course objectives & assignments are aligned with the above listed standards, principles and competencies. **See FEAP Matrix, ESOL Matrix, and InTASC Standards Table (at end of ST Handbook, Part 1) and assignments and rubrics for more details and complete description of each assignment, as well as the complete FEAP indicator and ESOL standard.**

A. FEAPs - Upon completion of this course, candidates will be able to:

- Develop a class list data base, and use the information to plan appropriate instruction for all students; Include pre-and post-assessments to demonstrate impact on P-12 learning, using template provided: Student Database (SDB); Student Learning Impact Data (SLID)
  - 1.**a.4**.a, b, c, d, e
  - 1.**b.1**.c

- Establish classroom rules, routines, and standards for behavior: Learning Environment Plan (LEP)
  - 1.**a.2**.a, b, c, d, e, f, g, h, i

- Demonstrate impact on P-12 student learning by developing and implementing an instructional plan in a major content area; analyze data, and reflect on results of implementation: Classroom Progress Plan (CPP))
  - 1.**a.1**.a, b, c, d, e, f
  - 1.**a.2**.g
  - 1.**a.3**.a, b, c, d, e, f, g, h, i, j
  - 1.**a.4**.b, c, d, f
  - **1.b.1**.b, c, e, f

- Plan, assess, and instruct all students, under close supervision of the Cooperating Teacher (CT): Daily Planning and Instruction (DPI)

- Reflect on teaching performance to document growth: Professional Development Journal (PDJ)
  - **1.b.1**.a, b, c, d, e, f
  - 1.**b.2**.1

- Understand the responsibilities of education professionals regarding child abuse: Child Abuse Tutorial: http://www.3.fl-dcf.org/RCAAN/
  - 1.**b.2**.3

- Understand that effective educators adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida (PDJ, seminar and quiz):
  - **1.b.2**.2, 4, 5

B. InTASC Standards – ALL ten (10) Teaching Standards are met in ST. See Table at end of Part 1.

C. ESOL Standards - Upon completion of this course, candidates will understand culture, language and literacy, methods of teaching ESOL, ESOL curriculum and materials development, and ESOL testing and evaluation (PDJ, CPP), LEP, SDB,and ST seminar)

ESOL Domain 1, Standard 1; Domain 2, Standards 1, 2, 3; Domain 3, Standards 1, 2, 3; Domain 4, Standards 1, 2; and Domain 5, Standards 1, 2, 3

All 12 standards are assessed; all indicators are addressed throughout the semester.

V. **Required Textbooks, Readings, and Other Instructional Materials**
No specific textbooks are required for this course.

VI. **Course Requirements and Grading Standards (Subject to Change)**

1. Student Data Base (SDB) and Narrative – TaskStream Artifact

Candidates will create a Student Data Base (SDB) in an EXCEL or Word file that includes the following information for all assigned students in ONE class or content area.

- Formative and summative assessments (see Student Learning Impact Data)
- Current subject area levels (e.g., reading, math) – based on formal and alternate assessments (e.g., FSA, SAT, IRI, DRA, etc.)
- ESE placement / accommodations, modifications, IEP information
- ESOL level and primary language
- Related services (e.g., OT, PT, Speech therapy, counseling)
- Medical information, if available
- Differentiated Instruction: Learning styles, modality preferences, Multiple Intelligences

Candidates will create a narrative that includes a description of the following information:

- formative and summative assessments that match learning objectives
- a variety of assessment tools to monitor student progress, achievement, and learning gains
- specific ways to share the importance and outcomes of student assessment data with the student and the student's parent / caregiver
- application of technology to organize and integrate assessment information
- analysis of the data to diagnose students' learning needs and group students for instruction
- ways in which you used the data to inform the planning and delivery of instruction to enhance the learning process of ALL students, including ESE and ELL.

Candidates will analyze and use the SDB information in the Classroom Progress Plan (CPP)) to:

- group students for instruction
- diagnose students' learning needs
- inform instruction based on those needs
- identify and use appropriate strategies, including ESE and ESOL strategies
- identify and use appropriate materials, manipulatives, and resources
- plan and implement lessons and activities
- drive the learning process

2. **Student Learning Impact Data (SLID) – TaskStream Artifact**

Candidates will demonstrate impact on P-12 student learning by completing a summative assessment task. In collaboration with your Cooperating Teacher (CT), decide on an appropriate test that can be used to gather and analyze data in one content area (same as SDB and CPP)). The assessment tool can be part of the district's curriculum materials, or any formal, or informal assessment that will capture the curriculum that will be taught during the semester. Candidates will:

- Select or develop an appropriate test in ONE specific content area (e.g., reading, math)
- Administer the selected test at the beginning of the ST semester (pretest) during Week 3 – 4
- Collect and enter scores to "Student Learning Impact Data" template provided on TaskStream
- Administer the same test at the end of the ST semester (posttest) during Week 12 - 13
- There should be at least 8 weeks of instruction in the selected content area from Pretest to Posttest
- Collect and enter scores to "Student Learning Impact Data" template provided on TaskStream
- Review the data results and analyze your students' performance – as a group, and individually.
- Reflect on the results and discuss your impact on your students' performance (e.g., what would you do the same; what would you change in the future)

3. Learning Environment Plan (LEP) – TaskStream Artifact

In collaboration with your Cooperating Teacher (CT), candidates will develop a Learning Environment Plan (LEP) that establishes and maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative. Candidates will:

- Establish classroom rules, routines, and standards for behavior
- Post rules in classroom, and refer to them daily
- Be consistent and fair (fair is not equal – it's what each student needs!)
- Use varied motivational incentives (extrinsic and intrinsic)
- Adapt rules and consequences to accommodate students and activities
- Provide a safe place to take risks
- Arrange and manage the physical environment to support student learning
- Manage individual and class behaviors during large group, small group, and individual instruction
- Monitor learning activities
- Convey high expectations to all students
- Provide feedback and reinforcement
- Circulate around room and acknowledge all students
- Organize, allocate, and manage the resources of time, space, and attention
- Respect students' cultural, linguistic, and family background
- Model clear, acceptable oral and written communication skills
- Maintain a climate of openness, inquiry, and support
- Accommodate the different needs and diversity of students
- Utilize current and emerging assistive technologies – when available and appropriate – that enable all students to participate in high-quality communication interactions and achieve their educational goals.

Candidates will create a narrative that includes a description of the above items. You may use the following outline, or create your own.

- Classroom Rules
- Classroom Routines
- Behavioral Plan – reinforcements & consequences
- Classroom Environment (arrangement of desks / table / materials)
- Classroom Activities
- Classroom Materials
- Schoolwide Behavioral Plan
- Attention to Individual Needs of ALL students (including those with cognitive, linguistic, cultural, behavioral, academic, and/or physical differences)
- Use of Technology

4. Classroom Progress Plan (CPP) – TaskStream artifact

In collaboration with your Cooperating Teacher (CT), candidates will demonstrate impact on P-12 student learning by developing and implementing an instructional plan in **ONE CLASS or content area (same as SDB and SLID).**

- **The content area must be reading, math, or a subject specific to your major**.
- The plan will document the progress of at least 3 students for a minimum of 8 weeks. One student must be an English Language Learner (ELL).
- **Instruction must include whole group and small group settings.**
- Develop complete and specific lesson plans (using the format provided) that include:
  - specific objectives that are age / grade / student appropriate
  - **appropriate state-adopted standards for your major (e.g., The Florida Standards [Common Core State Standards], NGSSS, ESOL Standards, Reading Competencies)** See; **http://www.floridastandards.org www.cpalms.org/standards**
  - **instruction that is aligned with state-adopted standards at the appropriate level of rigor**
  - clearly sequenced lessons that activate prior knowledge and ensure coherence among the concepts and lessons
  - a 4-part instructional procedure (i.e., model, share, guide, and practice) that is based on individual student needs and diagnostic student data
  - appropriate materials, manipulatives, and resources
  - ESE and ESOL strategies and activities that are appropriate for the cognitive, linguistic, cultural, behavioral, academic, and/or physical needs of each student
  - appropriate subject-specific procedures, reflecting knowledge of subject matter, other disciplines, and life experiences
  - assessments that match objective
  - activities that reflect Multiple Intelligences, Differentiated Instruction, Webb's Depth of Knowledge Questions, and/or higher-order questioning techniques
  - at least two (2) lesson plans must be focused on literacy
  - at least three (3) lesson plans MUST include use of technology during the lesson (e.g., PPT, internet, Kidspiration, Inspiration)
  - reflection of each lesson – after lesson is implemented
- Implement lessons throughout the semester, using self-reflection to make modifications and adaptations to meet the needs of ALL students.
- Administer pretest (**See Student Learning Impact Data**)
- Collect data weekly. Develop a system to track student progress (e.g., weekly graph or table).
- Document and describe each student's progress after formative (weekly) and summative (post-test/s) assessments.
- Administer posttest (**See Student Learning Impact Data**)
- Use data from Student Learning Impact Data summative assessment for selected students.
- Analyze the data and relate to specific strategies and activities that were implemented.
- Reflect on the data and discuss strengths and challenges of your plan.
- Upload the entire document with one selected lesson plan per week (minimum 8 lesson plans)

  - **Please see "Template for Classroom Progress Plan" in Part 3 of ST Handbook, and the rubric at the end of this syllabus.**

5. Daily Planning and Instruction (DPI)

- You will "shadow" your CT and **gradually assume his/her responsibilities for ALL the assigned students.** This may be five different subject areas, or multiple sections of a specific subject.
- You will assess, plan, and instruct your assigned class, under close supervision of your CT. All lessons and activities must be approved by your CT. **Even though you may think you know better, you need to follow the advice, directions, and suggestions of your CT and FIU Supervisor.**
- You may use your CT's lesson plan format for daily planning and instruction. However, **for all formal Observations (Clinical Supervision Cycles), and selected CPP lessons, you must use the Official ST Lesson Plan format.**
- Use ideas from the "Student Progress Plan" to guide you in developing effective lessons and activities.
- Please refer to "Typical Week of a Student Teacher."

6. Observations [Clinical Supervision Cycles & IPEGS Formative Observation / Feedback Form]

- Each time the CT conducts a clinical cycle (observation), the Clinical Supervision Cycle checklist should be completed to document the event. It is intended to document the procedures of the process and the recommendations related to maintaining, increasing, or eliminating the particular teaching behaviors that were the focus of the observation. These may be based on Professional Standards, FEAPs, and/or the Conceptual Framework Outcomes.
- The CT will complete a minimum of **four (4) observations** (two before the Midterm Conference and two after the Midterm Conference).
- **The FIU Supervisor will complete a minimum of three (3) observations** (two before the Midterm Conference and one after the Midterm Conference) using the IPEGS Formative Observation / Feedback Form at each observation. This is based on the Performance Standards and Indicators (and FEAPs) used by M-DCPS "Instructional Performance Evaluation and Growth System" (IPEGS).
- The number of observations may be increased depending on individual circumstances.
- **Be prepared for each official observation! Use the official lesson plan format!**
- Please refer to the following documents in the Student Teaching Handbook:
    - Typical Clinical Supervision Cycle
    - Clinical Supervision Cycle Checklist
    - "If you're looking for . . . your observer could use . . ."

7. **Professional Development Journal (PDJ) - TaskStream artifact**

Candidates will maintain **a weekly journal** as a way **to document learning experiences to use for self-reflection and continuous improvement.** The Professional Development Journal (PDJ) is meant to record **professional reflections** so that personal growth can be documented in a visible way. Candidates will understand and/or include the following information in the PDJ.

- After each Observation, develop a list of purposeful professional goals to help you strengthen the effectiveness of the instruction based on students' needs, using the feedback received from your observer (CT or FIU supervisor).
- Reflect on the "Areas for Growth" section on the observation feedback form and include specific behaviors you want to improve.
- Include specific strategies, materials, techniques that you will focus on in the upcoming week.
- Examine, use, and reflect upon data-informed research, including Internet resources, various district approved research-based programs, and evidence-based strategies to improve instruction and student achievement.
- Describe the data you will use to evaluate learning outcomes, adjust planning and improve the effectiveness of your lessons.
- **Attend a minimum of one parent conference, one school-home meeting (e.g., PTSA), and one school related community event in an effort to support student learning and continuous improvement - and reflect about these collaborative meetings in your PDJ.**
- **Describe at least one professional development activity or workshop you attended, how you implemented the knowledge and skills you learned, and its impact on your growth as an educator.**
- Remember: The PDJ is meant to record YOUR behaviors and your individual plan for improvement – not that of your CT, administrators, or students.
- **You must respect the issue of confidentiality – do not include full names of any staff or students in your PDJ.**
- Please know that your FIU Supervisor, CT, or any administrator may read these entries.
- Be prepared to share your PDJ with your Supervisor at each visit, including the Midterm and Final conferences.
- Upload your PDJ for Weeks 3 – 12 to TaskStream. It will be evaluated by your FIU Supervisor.

8. Ethics and Professional Conduct – TaskStream Artifact

Candidates will attend the Student Teaching Orientation session, presented by a district representative, which specifically addresses the Code of Ethics and the Principles of Professional Conduct, district policies and procedures, including the safe, appropriate, and ethical use of technology, respect for confidentiality, and the appropriate use and maintenance of student information and records. The seminar will include information related to the **statutory grounds and procedures for disciplinary action and penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.**

Candidates will complete a 20-question quiz that includes the topics presented. The quiz will be graded and returned. Candidates will scan and upload to TaskStream to be evaluated. The actual quiz will be placed in each candidate's student teaching file.

9. Child Abuse Tutorial – TaskStream Artifact

To understand and apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of child abuse, neglect and other signs of distress, candidates will:

- Visit the following Florida Department of Children & Families website and access the Child Abuse Tutorial: **www3.fl-dcf.org/RCAAN/**
- Complete the tutorial and post-test on child abuse reporting procedures and related issues.
- A certificate of completion will be issued if you complete the posttest with a score of 80% or higher.
- Print the certificate of completion, scan and upload it to TaskStream.
- Submit the certificate of completion to the FIU supervisor at the final evaluation conference.
- The certificate will become part of the candidate's student teaching file.

10. ESOL Assignments – TaskStream Artifact **(ESOL Endorsed majors only!)**

To understand and apply knowledge regarding the 5 domains and 12 standards of the Florida Teacher Standards for ESOL Endorsement 2010, candidates may attend an orientation seminar presented by an expert in the field. Candidates will demonstrate understanding of culture, language and literacy, methods of teaching ESOL, ESOL curriculum and materials development, and ESOL testing and evaluation by completing specific sections of the PDJ, CPP, LEP, and SDB. All 12 standards are assessed; all indicators are addressed throughout the semester. Please see ESOL matrix, with assignments and rubrics at the end of this ST Handbook, Part 1.

In addition . . .

- Keep Attendance Log (yellow) updated daily! **This is your official documentation of attendance. Initial each day, CT initials weekly, Supervisor initials at each visit.** Submit completed log to the Office of Clinical Experiences by last day of make-up week.
- Complete and submit a "Daily Schedule" (MS / SHS) or "Weekly Schedule" (Elementary School) to your FIU Supervisor by the end of the first week of the semester.
- Midterm and Final Conferences and Evaluations (see forms)
- Summative Performance of Evaluation Form based on the M-DCPS Performance Standards and Indicators (and FEAPs) IPEGS (see form)
- **Complete the "Milestone #3 Reflective Question" assignment** (InTASC Standards).
- Complete the Student Teacher Surveys online (TaskStream website) by last day of ST.

VII. TaskStream Policy, Artifacts, and 2-point Rubric

TaskStream is the web-based electronic portfolio application that will allow you to upload and share selected work via the world wide web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. Beginning in Fall 2008, all students enrolled in education courses are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the college. You can purchase TaskStream directly online at anytime of the year. You have the option of selecting the terms of your subscription. However, a TaskStream account must be maintained throughout your professional preparation program. Costs and other TaskStream information can be found at this website:
http://education.fiu.edu/TaskStream/

Multiple artifacts will be uploaded to TaskStream to document successful completion of a variety of standards. The artifacts include. **Student Data Base (SDB), Student Learning Impact Data (SLID), Learning Environment Plan (LEP), Classroom Progress Plan (CPP) , Professional Development Journal (PDJ), Child Abuse Tutorial (CAT) certificate, and score report from the Ethics quiz**. Please see assignment description and rubric for details. These artifacts must be completed according to the rubric, and you must receive the "MET" level of performance in order to pass this course. You will be advised when you are authorized to upload your completed artifacts to your folder in the TaskStream system. If you do not satisfy the rubric requirements at the "MET" level, you will be asked to revise and resubmit your assignment so that it meets the standards established by the School of Education & Human Development (SEHD). If you have not uploaded satisfactory artifacts by the date established by your supervisor, you will not receive a passing grade for the course.

The following document was accepted on March 27, 2009, and is the official policy regarding TaskStream.

TASKSTREAM UPLOAD POLICY

- All students in courses with critical tasks on *TaskStream* must purchase accounts and upload artifacts.
- Faculty must specify in course syllabi the *TaskStream* assignment, rubric, and upload policy.
- **If pedagogically feasible, students should upload course artifacts two weeks before the end of classes; final deadline for all uploads is 48 hours before grades are due.**
- Students who earn a "NOT MET" rating on the course critical task will be provided with one (1) remediation to achieve the "MET level. If students are unable to achieve "MET", the rating of "NOT MET" will remain and students will receive a non-passing grade in the course.
- Students who fail to upload artifacts by the deadline will receive an "I" (Incomplete) or a non-passing grade in the course, at the discretion of the instructor.
- **Faculty must provide final *TaskStream* evaluation before final grades are submitted.**
- *TaskStream* will be inactivated by the end of the first week of the subsequent semester and students who have not uploaded as required will no longer be able to do so without email confirmation from the instructor.

VIII. Field Experience Requirement

This course is the culminating field experience for all teacher candidates in the SEHD.

IX. Course Policies

- **Class Attendance:** It is expected that all students will be in attendance at their assigned schools for the entire semester. Five (5) days at the end of the semester ("Make-up week") may be used for absences due to medical or personal reasons.

- **Assignment Due Date Policy:** Opportunities for extensions on assignment due dates are limited to documented medical and/or personal emergencies pre-approved by the university supervisor.

- **Religious Holidays Policy:** Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance. The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

- **Policy for Assigning an Incomplete "I" Grade:** An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

  In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

  1. The grade earned by the student to date.
  2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
  3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
  4. The justification for awarding the grade of "I".
  5. Have the student sign the form.
  6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
  7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

X. Academic Integrity Statement (July 2007) (http://www.fiu.edu/~sccr/standards_of_conduct.htm)

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

XI. Disability Resource Center (http://drc.fiu.edu/)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190. The Disability Resource Center will review your request and contact your professors and /or other personnel to make arrangements for appropriate accommodations, modifications, and assistance.

XII. Course Outline and Schedule TENTATIVE – Based on current guidelines and requirements

Due Dates for Student Teaching Assignments

WEEKS of the Semester	ASSIGNMENT: See Syllabus for Details *(due by the end of the week indicated)***
WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8 WEEK 9 WEEK 10 WEEK 11 WEEK 12 WEEK 13: ***"Make-up Week"***	**Student Database and Learning Environment Plan** ▪ Class list database (due by end of week 2) ▪ Student groups (2) ** ▪ List of appropriate strategies (2) ▪ Materials and resources (2) ▪ Classroom rules and routines (2) **Student Learning Impact Data** ▪ Pretest data (enter on TS Template) (3) ▪ Posttest data (enter on TS Template) (10) **Daily Planning and Instruction** ▪ 1st subject preparation and lesson plans (2) ▪ 1st & 2nd preps and lesson plans (3) ▪ 1st, 2nd, & 3rd preps and lesson plans (4) ▪ 1st, 2nd, 3rd, & 4th preps and lesson plans (5) ▪ 1st, 2nd, 3rd, 4th & 5th preps and lesson plans (6) ▪ All subject lesson plans (7 – 12) **Observations (Clinical Supervision Cycles)** ▪ 4 by CT (2 before Midterm and 2 after) ▪ 3 by Supervisor (2 before Midterm and 1 after) **Professional Development Journal** ▪ Weekly Journal entries (Weeks 3–12) ▪ Observation reflections (after each observation) **Classroom Progress Plan** ▪ Ongoing (Weeks 3 – 10) ▪ Evaluation at Final Conference **Midterm Evaluation** ▪ Evaluation (Week 6 or 7) ▪ Review all assignments (above) **Final Evaluation** ▪ Summative Evaluation (Week 11-12) ▪ Review all assignments (above) ▪ Complete Child Abuse Tutorial online and submit "Certificate of Completion" to Supervisor ▪ Upload ALL TaskStream artifacts: LEP, SDB, SLID, CPP, PDJ, & **Milestone #3 Reflection** ▪ Scan and upload to TaskStream: Ethics Quiz & CAT certificate